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ABSTRACT

Contained in the annual report for 1973 of the Florida Board of Regents are reports from each state higher education institution in Florida (University of Florida, Florida State University, Florida Agricultural and Mechanical University, the University of South Florida, Florida Atlantic University, University of West Florida, Florida Technological University, Florida International University, and the University of North Florida). The individual reports concern enrollment, degrees, research, academic programs, construction, students, administration, academic affairs, experimental programs, continuing education, and international programs. Appendixes include: Projects Awarded for Bid During Fiscal Year 1972-73; outstanding revenue certificates, by institution and total; general revenue appropriations for the state university system; and degree programs approved by the Board of Regents June 1972-June 1973. (Author/PG)

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FLORIDA BOARD OF REGENTS
ANNUAL REPORT
1972-73

STATE UNIVERSITY SYSTEM OF FLORIDA
TALLAHASSEE, FLORIDA

73-34

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HE 005 770

December 1, 1973

The Honorable Reubin O'D. Askew
Governor, State of Florida
The Capitol
Tallahassee, Florida 32304

Dear Governor Askew:

I am submitting on behalf of the Florida Board of Regents the Annual Report of the State University System for the fiscal period beginning July 1, 1972 and ending June 30, 1973. The report is submitted as required by the provisions of Chapter 5384, Laws of Florida, 1905.

The year covered by the report was one of the most active periods of change in the history of Florida higher education. With the opening of two new state universities in Jacksonville and Miami and approval by the Board of Regents for a new off-campus center in the lower west coast, opportunities to earn a college degree were placed within commuting distance of 95 percent of the population. A long-range goal of maximum accessibility was thereby reached. In addition, important starts were made in non-traditional studies to serve new types of students.

Coincident with these developments, the University System began gearing up for a period of slow growth in enrollment in which the management problem will be intensified. Thus the report reflects much accomplishment in expanding educational opportunities for the benefit of all of the citizens of Florida, and effective planning to meet changing demands in the future.

The Regents and the universities are grateful for your leadership in higher education and for the continuing interest and support of the State Board of Education, the members of the Legislature and the people of Florida.

Sincerely,

J. J. Daniel
Chairman
Florida Board of Regents

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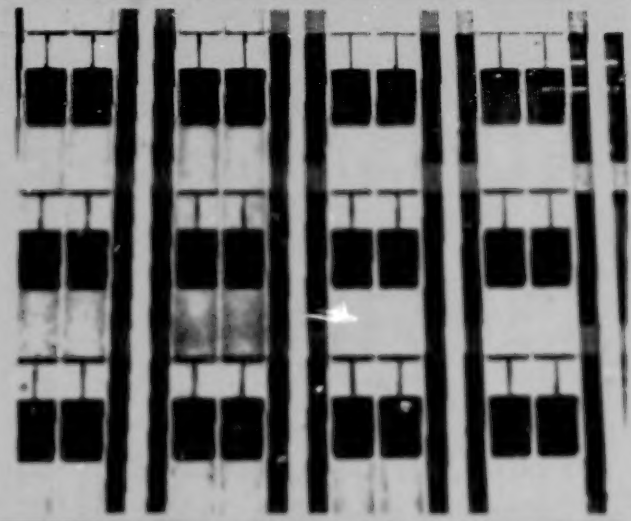


FOREWORD

An annual report is a blend of summary and forecast. Both aspects force us to place into broad perspective and overall thrust the minutiae which constitutes the grist of day to day activities. The satisfaction of looking at past accomplishments is blended with the apprehension and excitement of setting a course which will accommodate and guide the future.

The past year has been one of steady accomplishment in the realization of long term goals. The opening of two new universities and the authorization of a resident center on the lower Southwest coast were final steps in the completion of a grand design. That design is to offer higher educational opportunities within commuting distance of 95% of the population of Florida. The twin goals of making available within the state educational opportunities in all major professions and of assuming responsibility for state supported training of a fair share of professionals were brought nearer to accomplishment with the securing of financing for a college of veterinary medicine and the second phase of a medical complex.

Progress was also visible in management areas. The management information system came closer to realization. Standardization of data elements and the establishment of uniform systems continued apace. Results were visible in growing analytical capability at a central point through the substitution of data tapes for individual university reports. The concept of program control was strengthened and exercised. Some programs were eliminated. Overall we achieved more equitable financing, more efficient use of resources and strengthening of our academic programs. The goal of distinguished universities collectively making educational opportunities in all disciplines and professions at all levels available to the citizens of the State of Florida came nearer reality.

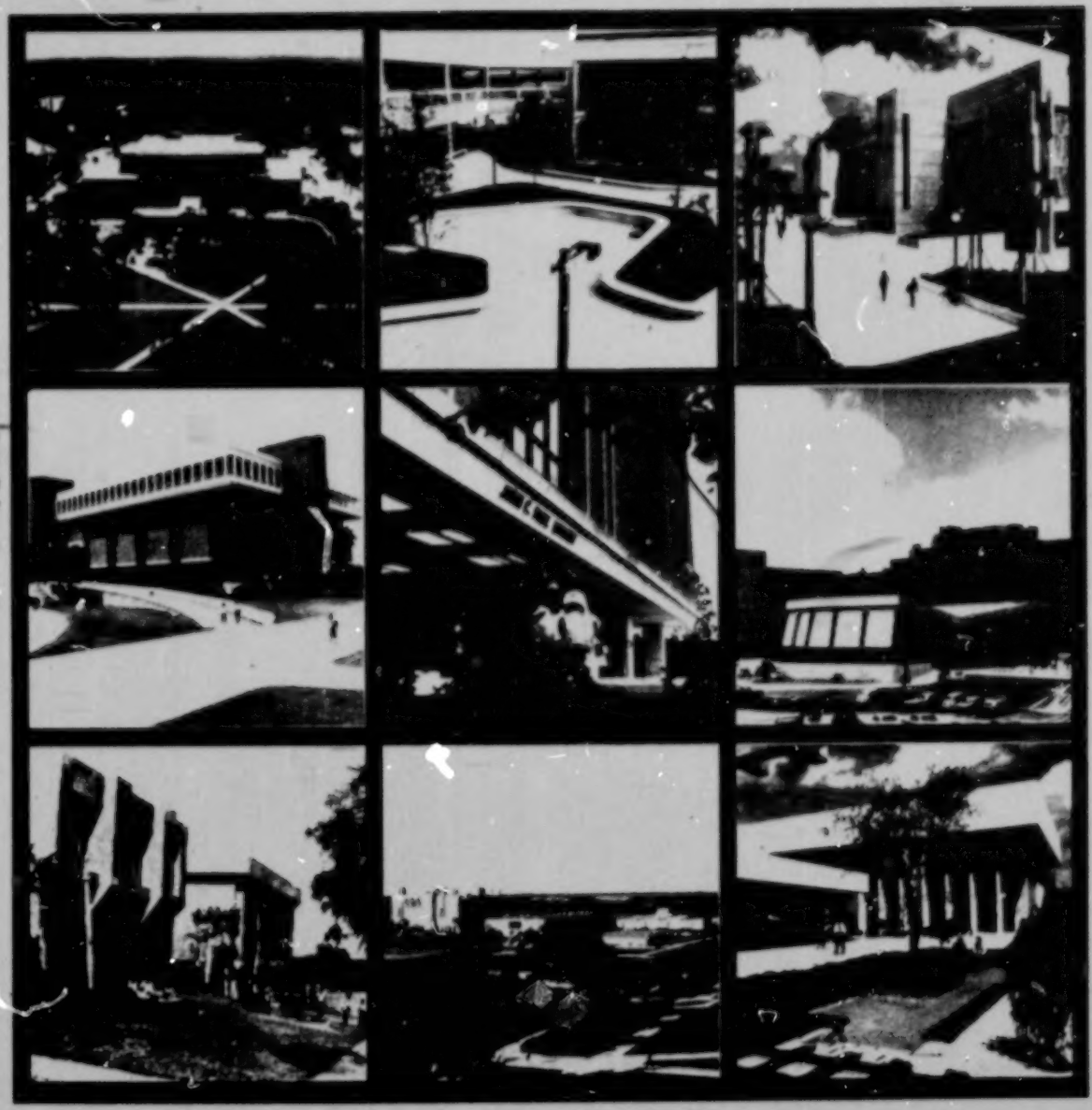
With steady progress being made toward goals established some years ago, the logical question is whether the assumptions which underlie those goals have changed and, if so, whether adjustment in our goals, assumptions or implementation is required to assure continuation of our progress. An examination of the birth rate during the past years reveals a drastic decline. As this population reaches college age the rapid growth of the 50's and 60's in higher education will be arrested. Indeed, the late 70's and early 80's may see an actual decline in the number of students enrolled in our universities. This decline, which will occur simply because of a decrease in the number of individuals between the ages of 18 and 21, may be aggravated by two additional trends. The first of these is a decrease in the percentage of college age students who attend an institution of higher education. The second is an acceleration of the degree granting process through a host of devices such as the College Level Examination Program with the result that students will stay in universities a shorter period of time.

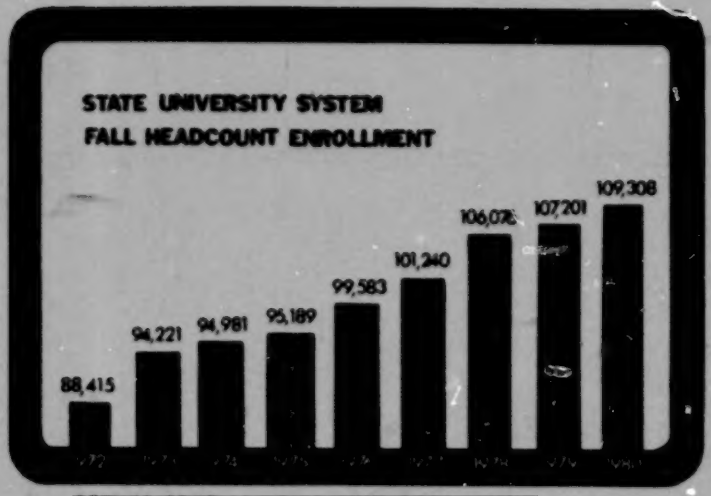
Much of the quality and potential for experimentation built into the universities during the past was made possible by additional funds generated by additional students. Further, our thinking was geared to constant and rapid growth. The largest single management problem now facing higher education is the determination of appropriate measures essential to maintain the integrity and quality of our institutions in the face of changing conditions. Do our employment policies protect the rights of the existing faculty if we enter into a period of shrinking enrollments? Do we need to direct resources to faculty re-training programs? How can we justify and obtain funds for experimentation and the testing of novel ideas? How is intellectual diversity and quality assured if new faculty cannot be added? Is the role of a degree that of certification of knowledge attained or certification of a campus experience with knowledge attained as only one component? These and many other questions must be answered rapidly so that policies can be formulated before we are locked in and lose the ability to control our own destiny.

It was the concerns outlined above which began to be formulated during the past year and which were the objects of both data gathering and tentative thinking. The answers to these significant and fascinating dilemmas will consume our energies and thoughts during the next months. From the extraordinary pool of talent in the State University System of Florida, I am confident that answers and solutions will emerge which will be as valid as the solutions to the problem of growth and access. The manner in which we dealt with the future which became our past, augurs well for the manner in which we will anticipate the future before it becomes our present.

Robert B. Mautz
Chancellor

THE STATE UNIVERSITY SYSTEM OF FLORIDA





ACTUAL 1972 & PROJECTED 1973—1980

FLORIDA BOARD OF REGENTS

The State University System of Florida came to the end of an unparalleled two decades of rapid growth in 1972-73, and began the task of planning to meet changing public demands for higher education during a period of little or no growth.

With the opening of two new state universities in Jacksonville and Miami and approval by the Board of Regents for a new off-campus center in the lower west coast, the University System reached a long sought goal of placing higher education opportunities within commuting distance of 95 percent of the population.

The universities, the Chancellor and the Board of Regents approached the new post-boom era with the realization that the task of adjusting to change without growth will be a much more difficult one than that of building to accommodate sky-rocketing enrollments.

In response to demands by the Legislature and by the general public for greater accountability for the spending of tax dollars, the Board of Regents' staff increased its management capabilities for analysis and evaluation of not only the Educational and General budgets of the State University System but also of the special units–Institute of Food and Agricultural Science, the University of Florida Health Center, and University of South Florida Medical Center.

Significant steps were taken in the development of a coordinated statewide management information system which will allow the State University System office to respond more quickly to its own needs, as well as those of the Legislature and state agencies by providing uniform systemwide information for decision making relative to higher education.

In the academic area, the Board of Regents took several actions during the year to prevent duplication and proliferation of expensive graduate programs and to make certain that the programs are responding to current demands.

A systemwide review of all graduate programs offered in the state universities of Florida was initiated in November 1972 to determine their cost, quality and need. The analysis was made at the direction of the Regents in response to concerns expressed by the Legislature and the Governor that high cost, low productivity programs be eliminated or consolidated.

Two months earlier, the Regents adopted a policy requiring prior authorization for planning new degree programs.

In a move which Chairman J. J. Daniel called "one of the most significant actions ever taken by the Board of Regents," the Regents shortly after July 1 approved recommendations to place on one-year probation 16 graduate programs identified as low-productivity programs. The eight master's and eight doctoral programs put on probation will be re-examined in the fall of 1974 and if no improvements have been made they may be terminated.

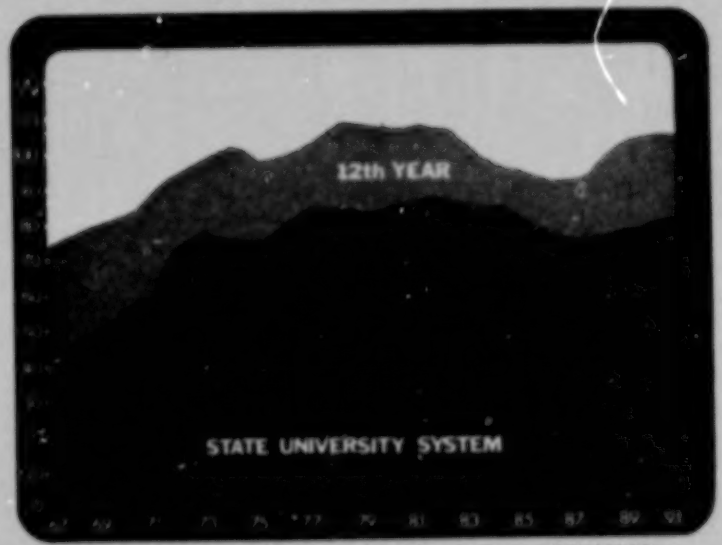
Other actions were taken during the year to provide greater opportunities for shortening degree-earning time, and to provide opportunities for earning degrees in non-traditional methods away from the traditional campus setting.

The long-term effects of the changes which took place during 1972-73 are not yet predictable but it is evident that they will be substantial. Higher education in the years ahead should be more responsive and more efficient.

ENROLLMENT

The year 1972-73 was a pivotal year with regard to enrollment in the state universities of Florida.

While college and university enrollments nationwide increased by a bare two percent, resident enrollment in state universities of Florida climbed by 12.8 percent to 88,415, and an additional 4,463 students were enrolled in continuing education credit courses off campus. The increase in Florida was due primarily to the opening of two new institutions,

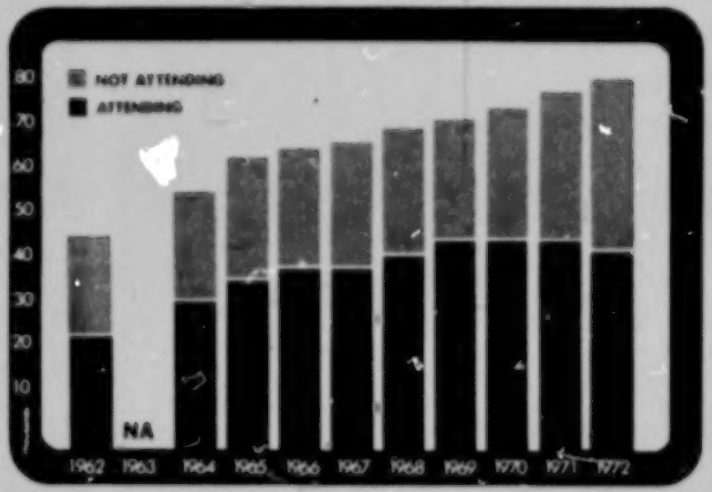


COMPARISON BETWEEN FLORIDA'S PUBLIC 12th YEAR HIGH SCHOOL ENROLLMENT & TOTAL UNDERGRADUATE ENROLLMENT IN THE SUS

Florida International University at Miami which had an initial enrollment of 5,126 students, and University of North Florida at Jacksonville, which had 1,985.

Projections by the Board staff indicate that enrollments will increase by smaller percentages until 1982, when there is expected to be a net decline.

A number of factors are contributing to the changing enrollment patterns throughout the system. Although the decline in birthrate being experienced in the public schools has not yet impacted the universities, there has been a noticeable drop in the college going rate in Florida and throughout the country. The percentage of Florida high school graduates continuing on to college has dropped from a peak of 55.74 percent in 1969 to 49.20 percent in 1972.



ENROLLMENT PATTERNS OF FLORIDA'S HIGH SCHOOL GRADUATES

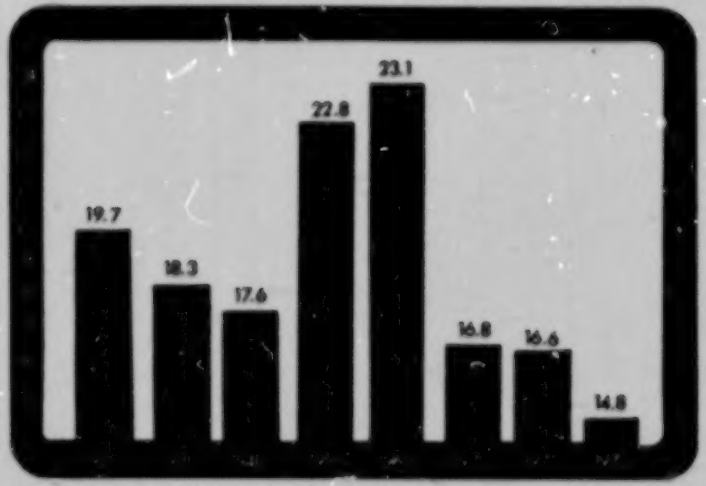
Many of the older universities reported a decrease at both the graduate and undergraduate level in the percent of continuing students returning last fall. Some of this decrease was attributed to reduced pressures from the military draft, to increased costs of college attendance, and to other economic factors.

Partially offsetting these negative factors in enrollment has been a continuing increase in the rate of college attendance by blacks and other minority groups. A total of 7,552 black students were enrolled in the State University System in the fall of 1972, or approximately 8 percent of the total. However, blacks represent only about 15 percent of Florida's total population and a continuation of this trend will not have a heavy impact upon total enrollment.

At its May, 1973 meeting, the Board of Regents approved a recommendation contained in a staff study that higher education opportunities be extended to a nine county area on the lower west coast consisting of Manatee, Sarasota, Charlotte, Lee, Collier, Hardee, DeSoto, Glades and Hendry counties. This is the last populous area of the state without access to a state university.

The Board recommendation was that the educational effort be at two physical locations, one in the Bradenton-Sarasota area and the other in Fort Myers, but with the two locations supervised by one director appointed by and responsible to the president of the University of South Florida.

The 1973 Legislature appropriated funds to support a full year of development and planning leading to an expanded



RESIDENT BIRTHS IN FLORIDA RATE PER 1000

program of off-campus instruction to begin in the fall of 1974.

This will be the 11th State University System off-campus degree granting center.

APPROPRIATIONS

Appropriations by the 1973 Legislature for operation of the State University System during 1973-74 continued to show improvement following the belt-tightening year 1971-72. The Legislature provided a total of $302.4 million of which $224 million was from general revenue and $78.3 million was from trust funds derived largely from student fees.

This was an increase of 14.77 in general tax revenues and 4.62 percent in income generated by the University System. No increase in student fees was provided.

In addition, the Legislature provided $44,968,000 in fixed capital outlay funds for 1973-74 which was distributed by the Board of Regents as follows:

University of Florida, $18,319,000; Florida State University, $6,787,000; Florida A & M University, $7,838,000; University of South Florida, $280,000; University of North Florida, $3,000,000; Florida International University, $6,650,000; replacement for inflation and other purposes, $1,403,361; and Reserve for Planning, $690,639.

During 1972-73, a total of $34,221,288 worth of

THE SUS DOLLAR

EXPENSE EDUCATION AND GENERAL ACTIVITIES INCOME

construction contracts were awarded in the State University System.

In a significant development in the physical planning area, the Board of Regents approved procedures developed by the Physical Planning Office for analyzing the quality of space in older buildings in the University System and of translating that knowledge into a definition of need for funds for renovation and repair. This is allowing the quality of space in existing university buildings to be rated on a uniform and meaningful basis.

A survey made prior to the 1973 Legislature indicated that the capital outlay needs of the State University System, then identified, amounted to $169 million. It was estimated that $117 million of this amount was needed to meet the backlog of unfilled needs and enrollment growth, particularly at the newer institutions located in the populous urban areas. At least $52 million was estimated to be required for renewal of space at the three older institutions, University of Florida, Florida State University, and Florida A & M University.

University buildings constructed in the future are expected to be more flexible in design so that they can perform multiple services and can more readily accommodate change.

ARTICULATION

The articulation of education at all levels has continued to be a primary concern for the State University System. While in the past few years, much attention has been drawn to the articulation problems which had developed between the universities and community colleges, articulation in 1972-73 moved into a new context. Because of heightened interest among legislators and educators in the time-shortened degree programs, articulation issues and problems involving all levels of education came into sharp focus.

At the request of the Board of Regents, Commissioner of Education Floyd T. Christian appointed in February 1972 a Task Force to study the feasibility of a three year degree.

All levels of education were represented on the Task Force, which completed its study and issued its recommendations to the Legislature on March 1, 1973.

The Task Force found that considerable overlap and duplication of educational programs appears to exist at all levels, especially between the first year of college and the last year of secondary school. In addition, the Task Force discovered that a number of barriers, some fiscal and regulatory, have been placed in the way of students desirous and capable of acceleration through the various systems. The Task Force recommended that these barriers be removed and the mechanisms for acceleration already being used in part, such as early admissions, dual enrollment programs, credit by examination programs, and advanced placement programs, should be made fully available to students by secondary schools, community colleges, and universities. Such mechanisms should be made so available that a student would be able to eliminate at least one-quarter of his degree program, if he meets certain qualitative standards. The Task Force also recommended that support be given to experimental time-variable or time-independent degree programs, which would be essentially performance and competency based programs. The Florida Legislature in May of 1973 endorsed the findings and the recommendations of the Task Force and has requested that the Board of Education implement the report. Florida has taken the position that educational programs should be flexible enough to permit acceleration for those students capable of it. Improved articulation at all levels has resulted from this year's concentrated effort to find ways to implement this concept.

The Articulation Coordinating Committee, established by the 1971 Articulation Agreement between the community junior colleges and the state universities has become a vital arbitrator between systems and institutions to resolve present and potential conflicts. It is important to note that during the year the Committee did not review a single case involving a student complaint as to treatment in the transfer process.

The Articulation Coordinating Committee approved in September, 1972, a common college transcript which will be implemented in the Fall of 1973 by all community junior colleges and in the Fall of 1974 by the public universities. The next step will be to look at the feasibility of transmitting such student data in computerized form.

Following the appointment in November, 1972 of a full time director and staff, the statewide common course

numbering project has made significant and rapid progress toward meeting its first phase development deadline of September, 1974.

NON-TRADITIONAL STUDIES

The State University System continued to move vigorously in its exploration of the potentials of non-traditional study programs which permit students to gain credit or certification without attending formal classes.

As a result of the study by a State Task Force to determine the feasibility of a three year baccalaureate degree, education at all levels has made during the past year a firm commitment to develop programs which stress performance and competency based concepts of education. Such concepts embody the idea that when evaluation determines that appropriate educational objectives have been achieved and demonstrated, credits should be granted regardless of the way in which those objectives were met. Some examples of such studies are external degree programs, independent study programs, credit by examination programs, computer assisted instruction, courses via television, and credit for other non-structured educational experiences. These programs recognize that students should be able to move through our educational system at a pace commensurate with their individual needs, circumstances and abilities, utilizing a mixture of on-campus and off-campus learning resources.

The universities in the State University System are currently experimenting with one or more of the non-traditional study ideas. Florida International University's external degree has enrolled approximately 75 students in its program and is conducting a careful evaluation of the cost and educational benefits of the program as compared with on-campus programs. The utilizations of the College Level Examination Program (CLEP) by SUS institutions increased dramatically in 1972-73. The University of South Florida and the University of Florida each awarded over 21,000 credit hours via CLEP during the year. The University of South Florida's Bachelor of Independent Studies Program enrolls approximately 100 adults who take the vast majority of their course work via independent study off campus. The University also has negotiated a dual enrollment plan with Hillsborough Community College whereby students in either institution can avail themselves of the educational resources of the other. Florida Technological University and the University of North Florida are implementing time shortened and/or variable time degree programs on an experimental basis which stress the more widespread use of the acceleration mechanisms. Florida Atlantic University continues to develop its Faculty Scholars program which permits superior high school graduates to by-pass lower division work and be enrolled as juniors at the University.

It is apparent that considerable progress has been made toward creating flexible instructional programs designed to reach students clienteles not being reached by more traditional on-campus programs. Concern is now being directed toward the cost and educational benefits of such programs.

CONTINUING EDUCATION

In keeping with the intent of the Legislature and Board of Regents' policies regarding continuing education, major emphasis continued to be placed on off-campus credit courses and professional and developmental educational activities of a non-credit nature throughout the state to provide for the instructional needs of the citizens of Florida.

Projected off-campus credit course activities in the State University System of Florida for the 1973-74 year will number 26,061 three-quarter-average student credit hour enrollments and increasing to 44,878 student credit hour enrollments by 1982-83.

Current and projected growth continues to be traced directly to the increased emphasis which professionals place on returning for new knowledge available in their fields and new license requirements being mandated in these fields.

In the area of Professional & Developmental activities of instruction including conferences, institutes, workshops, seminars and short courses, State University System institutions continue to provide such short term instructional

programs to specifically meet the needs of particular groups or agencies. The projected enrollment for such instructional activities totals 91,078 in 1973-74 and increasing to 210,602 in 1983-84.

The projections for credit and non-credit enrollments are predicated on the assumption that the demands for continuing education services by teachers, business, industry and communities will continue to increase at least at the same rate as they have in the last five years and that appropriate financial support will be forthcoming from state and federal governments. The requirement that Professional & Developmental instructional activities (non-credit) be self-supporting continues to be a problem in that a number of groups cannot pay for such instructional services and consequently cannot be served.

Continuing Education Unit

With the revision of Standard IX of the Southern Association of Colleges and Schools to include the establishment of the Continuing Education Unit at member institutions, the State University System moved forward and established a task force composed of continuing education deans and directors during the past year to implement the Continuing Education Unit at the State University System institutions. As of this date, most institutions in the System have incorporated this unit of measurement which gives full recognition on transcripts for citizens of Florida that are involved in certain Professional and Developmental educational activities at those institutions. It is anticipated that all institutions in the System will have implemented the Continuing Education Unit previous to the end of the next fiscal year.

Grants and Contracts

The Board of Regents' office continues to serve as the administrative and coordinating designee for the State for Title I of the Higher Education Act of 1965 (Community Services and Continuing Education Program). During the past year 22 programs submitted by public and private institutions of higher education were approved by the State Advisory Committee and funded.

STATE UNIVERSITY SYSTEM
TOTAL NON-RESIDENT STUDENT CREDIT HOURS
BY INSTITUTION 1973-74 THROUGH 1982-83*

	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83
UF	4,257	4,372	4,458	4,552	4,637	4,720	4,809	4,894	4,982	5,070
FSU	3,491	3,580	3,669	3,762	3,847	3,905	3,963	4,023	4,083	4,145
FAMU	2,393	2,676	2,994	3,351	3,752	4,203	4,708	5,276	5,914	6,632
USF	3,230	3,423	3,504	3,544	3,544	3,582	3,589	3,602	3,602	3,602
FAU	2,860	2,940	3,020	3,060	4,000	4,040	4,080	4,120	4,200	4,243
UWF	876	918	948	975	990	1,002	1,012	1,022	1,032	1,042
FTU	2,114	2,214	2,314	2,414	2,514	2,614	2,714	2,814	2,914	3,014
FIU	6,000	7,200	8,355	9,525	10,665	11,835	13,020	14,055	15,030	15,930
UNF	840	840	960	1,200	1,200	1,200	1,200	1,200	1,200	1,200
SUS	26,061	28,163	30,222	32,383	35,149	37,101	39,094	41,006	42,957	44,878

*Excludes Recognized Resident Center Student Credit Hours

OCEANOGRAPHY

The State University System Ten-Year Plan for Oceanography initiated in 1966 fosters an orderly and deliberate plan of development for the system's marine science and engineering curriculum. To implement the plan, the State University System Institute of Oceanography (SUSIO) was established in 1967. The SUSIO office is physically housed on the USF Bay Campus, St. Petersburg, the site designated in the plan to be developed as the SUS deep-water oceanographic center.

The Board of Regents has allocated $90,000 from the lump sum general operating budget each of the last four fiscal years for the implementation of a coordinated, cooperative systemwide oceanography teaching and research program. This yearly allocation enables SUSIO to: develop and administer such systemwide programs and facilities that are beyond the scope of any single institution to attain or maintain; serve as a center for collecting and disseminating information about the activities and resources of the state universities; function as a liaison between the university system and governmental and industrial agencies; coordinate ship-time and equipment within the system to assure availability and maximum utilization of same; seek additional funds by means of grants and contracts to supplement and further develop the ongoing SUS program. During fiscal year 1973, SUSIO administered fifteen grants and contracts totaling $240,822 on behalf of the SUS in support of the systemwide program.

These funds enabled SUSIO to coordinate cooperative teaching and research projects in the eastern Gulf of Mexico, Straits of Florida, and northwestern Atlantic, waters contiguous to Florida and in turn that constitute areas of interest and concern to Florida. Consequently, the faculty and students who are conducting the various projects of the interinstitutional program obtain a more meaningful amount of inter-disciplinary data from the subject areas for their respective professional interests. The cumulative mass of information that has been derived from the program has enabled SUS scientists to prepare and have published such reports as "A Summary of Knowledge of the Eastern Gulf of Mexico, 1973" (funded by contract with the American Petroleum Institute) and the "Hydro-Biological Zones of the Eastern Gulf of Mexico" (funded by contract with A. D. Little, Inc.). The knowledge derived from the projects enables SUS scientists to assist public and private organizations in a variety of ways such as: local and state planning; domestic and commercial development; and cooperative exploratory fishing efforts.

SYSTEMWIDE STUDIES AND PROJECTS

Several projects and studies of service to state government and education system were conducted during 1972-73 under direction of the Regents' staff.

The Criminal Justice Education Project has sought to determine the educational and training needs for employees in Florida in the fields of law enforcement, corrections and the courts.

The Office of Career Planning, the second phase of the Social Work Education Project, is involved in the massive task of interfacing community college and university programs with the needs of persons either planning careers in one of the agencies of the Department of Health and Rehabilitative Services or seeking additional education or skills necessary for promotion or new career opportunities.

A Cost of Living Study mandated by the Legislature was carried out under contract with the Department of Administration. A second contract with the same agency calling for an expanded research effort based on the design of the original study and extended to 30 counties has been agreed upon for 1973-74.

One major study carried out by the Regents' staff during the year sought to determine if educational opportunities in legal education in the state were sufficient to prepare the lawyers Florida will need in the next decade. The results of this study, carried out in cooperation with the Florida Bar, led the Regents to discourage plans for additional law schools at this time. A second special manpower study, expected to be completed during 1973-74, seeks to determine if

additional programs in architecture are needed in the University System.

Other studies related to the needs for higher education in the Southwest Florida counties, a study of the feasibility of expanding use of instructional television courses for credit toward graduation, and a teacher education study to develop performance and competency-based, field centered courses and programs.

MANAGEMENT INFORMATION

Regional Data Centers planned during the preceding year were fully implemented. This now provides a level of computing support which will allow each university to participate fully in future development of management information systems.

The Uniform Transaction System (UNIFTRAN) progressed with the installation of the CORE Financial System at University of North Florida, Florida International University, Florida A & M University, and the Board of Regents' Office. All of the additional areas of business transaction included in UNIFTRAN moved from the problem definition stage to systems analysis.

An Academic Information System (UNIFTRAN) (Student) was organized in the fourth quarter of the year using the same task force concept which has proven successful in the business area. The first of three phases in the development of UNIFTRAN (Student) is expected to be completed by the end of 1973 with the production of a complete data element dictionary.

The data tapes which have proven successful in obtaining information for budgeting purpose were expanded to broaden their information support role. The combination of the data tapes and standard systems has served to increase the quality of the tapes submitted.

STUDENT AFFAIRS

The largest amount of money in Florida history was provided by the 1973 Legislature for student financial aid during the 1973-74 academic year. Approximately $16 million in grant and loan funds were provided for students attending public and private institutions.

The total included $3.6 million under the Florida Student Financial Assistance Program, a program of direct grants to students based upon need and scholastic promise.

Largest amount authorized was $9.4 million for the Florida Insured Student Loan Program established by the 1972 Legislature. The federally insured program became operational in February, 1973 when the State Board of Education sold the first bond issue to finance the program. Eligiblity requirements for this program were broadened by the 1973 Legislature lowering the residency requirement from two years to one year, and by increasing the maximum loan amount per year from $1,200 to $1,800.

In addition, the Florida Student Loan Program was funded at $2.4 million for 1973-74.

In other action relating to the Student Affairs area, the 1973 Legislature enacted a law, which was implemented by the Board of Regents, to limit public access to student records. The Regents also adopted a policy change authorizing universities with Board approval to carry out an experimental program for independent operation of student newspapers. Two universities, Florida State University and University of Florida, have moved to independent student newspapers under this authority.

Several of the universities strengthened their programs in academic and career counseling, and the 1973 Legislature provided 19 new career counseling positions in the University System to strengthen this effort.

The post of Vice Chancellor for Student Affairs was established in recognition of the importance of this area, and Dr. Richard C. Hulet, former Vice President of Illinois State University, assumed the position.

HEALTH SCIENCES

A considerable expansion of the health sciences program in the State University System was noted in 1972-73.

The University of South Florida College of Medicine

admitted its second class of 24 students in July 1972. Beginning with this class, the curriculum will provide for 33 months of instruction within 36 consecutive months or three calendar years. Since the first class was admitted on a four-year basis, both the first and second-year classes will graduate in 1975.

A total of 15 students completed the preclinical instruction requirements at Tallahassee in the FAMU/FSU Program in Medical Sciences and were transferred into the second-year class at the University of Florida College of Medicine commencing in September of 1973. Next year that number receiving secured transfers will increase to 30. In addition to the 15 transferring to the University of Florida, at least 8 others have obtained advanced standing transfer to other medical schools.

The University of Florida College of Medicine admitted 71 students to its first year class in Gainesville. They will be joined by the 15 transfers from Tallahassee at the beginning of the second year. This class showed a large increase in black students, reflecting vigorous recruiting efforts. Some expansion of the entering class can be expected in the fall of 1973.

The College of Dentistry at the University of Florida enrolled its first class of 24 students in the Fall of 1972. In view of the anticipated expansion of this school, a program of phase-out over a five-year period in the dental school support program through the Southern Regional Education Board has begun. By 1975 it is anticipated the College of Dentistry will be accepting approximately 80 students per class by which time no additional places will be subsidized in other dental schools.

The abrupt termination of the Federal support program for health facilities construction hit the State of Florida at a vulnerable time. Funds had been sought for construction of both Phase II of the Medical College at Tampa and for the Veterinary College at Gainesville. In lieu of these funds the Florida Legislature appropriated $10 million to the College of Veterinary Medicine and $9 million to the University of South Florida ($7 million had been previously approved for this project).

A baccalaureate nursing program unique to Florida, one in which the R.N. certification is a requirement for entry, was initiated at Florida International University in 1972. This program appears to be meeting a major need in South Florida and the initial enrollment was almost overwhelming. Demand is high to initiate a master's degree program immediately in this new school but this action has been deferred until the baccalaureate program is well launched.

Preparation continued for enrollment for the first clinical instruction in the new College of Nursing at the University of South Florida. A new dean arrived to complete the planning for the physical facilities and to organize instruction for a third-year class in 1973-74.

In preparation for an up-date of the Comprehensive Development Plan, Phase II, a thorough census of Allied Health Programs in the State University System was undertaken. With only minor exceptions, the Allied Health Programs appear to be in balance with the needs and additional new programs are not indicated at this time. The same can be said for Pharmacy.

Finally, the Community Hospital Education Program which was initiated by the 1971 Legislature to be administered by the Board of Regents made considerable progress in 1972-73. The sum of $500,000 was appropriated. Aid was given to training programs in some 26 hospitals in 12 cities in Florida. The purpose of this program is to improve the education opportunities for medical interns and residents in the community hospitals of Florida, with the hope of influencing both the geographic distribution and the type of practice in accordance with the needs of the State.

Legislation calling for the Board of Regents to develop new schools for the preparation of optometrists and osteopaths was introduced but failed to pass. However, the Board of Regents was requested by the 1973 Legislature to determine the priority among the unmet health-care needs of the state and to recommend legislative action in 1974 designed to correct those deficits.

EQUAL OPPORTUNITY

The Board of Regents intensified its efforts during the year to provide equal opportunity for all members of the University System community.

The Board's basic commitment to this effort was set forth in the following policy statement adopted by the Board on December 8, 1972:

The State University System believes in equal-opportunity practices which conform to both the spirit and the letter of all laws against discrimination and is committed to non-discrimination because of race, creed, color, sex, or national origin. This commitment applies in all areas with students, faculty and other personnel. It is also relevant to those aspects of the University System concerned with the choice of contractors, suppliers of goods and services, and to the use of facilities. The State University System through its education and precept strives for a society in which opportunity is equalized and supports the development of skills and opportunities of the members of all groups so they may plan responsible and productive roles in society.

At its June 5, 1973 meeting, the Board of Regents approved a plan for equalizing educational opportunity in the State University System of Florida, and filed the plan with the Office for Civil Rights of the Department of Health, Education and Welfare.

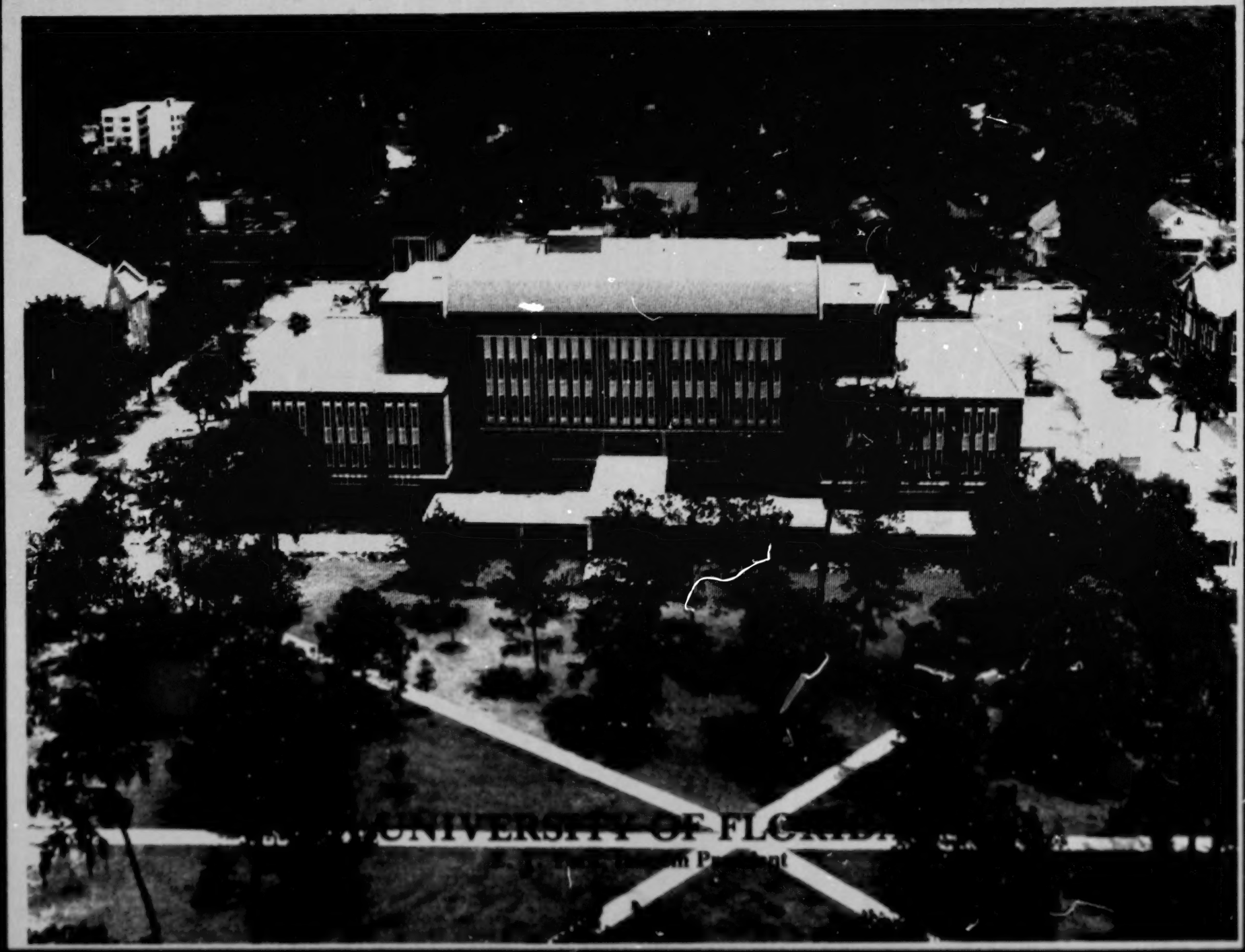
The plan listed numerical goals for increasing the number of minority students and faculty according to a five-year timetable. The mission of Florida A & M University, which historically has been a general purpose institution serving the state's black population, was expanded so that in addition to providing compensatory education for the under-prepared, it will become more attractive to students of both races. The new mission provides for broader programs, enhanced in quality, and differentiated from those of other institutions in the system.

Other features of the plan call for cooperative programs by various institutions, improved counseling and recruitment, training of faculty, revision of admission standards, and monitoring both at the institutional and system level.

In an effort to equalize employment opportunities for minorities and women in higher education, the Board of Regents designated Florida State University to prepare a pilot plan for affirmative action designed to eliminate discrimination due to race and sex. The plan was filed with the Regents in July 1973 and was distributed to all universities in the System as a guide in the formulation of affirmative action plans by all institutions.

CHANGE IN BOARD MEMBERSHIP

In the only change in membership on the Board of Regents, Mr. Jack McGriff of Gainesville was appointed to the Board by Governor Reubin Askew effective January 1, 1973 succeeding Dr. Louis C. Murray of Orlando.


UNIVERSITY OF FLO

ENROLLMENT AND DEGREES

The accelerated growth in student enrollment of the past dozen years took a slower pace in 1972. Although it was a record 23,570, the fall quarter registration reflected less than one per cent growth over the previous year.

During fiscal 1972-73 the University awarded 2,397 associate of arts degrees, 4,441 bachelor's degrees, 1,194 master's degrees, plus 64 education and four engineer degrees at the specialist level. Professional doctorate degrees in law were awarded to 352 and in medicine to 63. On the academic doctoral level, the University awarded 210 Ph.D. and 50 Ed.D. degrees. This made a total of 8,675 degrees of all types awarded during the fisal year.

The University's time-shortened degree programs give options for the student to complete degree requirements in less than the traditional four years. These include:

- Reduction of credit requirements in certain programs for architecture, engineering and pharmacy. Innovative and integrated curricula in dentistry and medicine make it possible to graduate and enter practice sometimes as much as two years ahead of normal time.
- Credit by examination in cooperation with national programs of advanced placement and college level examination program. It is estimated that one third of the freshmen next fall will have some CLEP credit. A student may challenge the material in a specific course through a departmental examination in that course. As much as a year can be reduced from time required for a degree with credit by examination.
- Accelerated high school graduation programs allowing qualified students to enter college at the end of the junior year and complete high school graduation requirements in combination with their first year of college. In some cases advanced high school students are permitted to enroll dually in high school and college.
- Increased credit load and year-round attendance also are options available to the students. Another option permits a student to earn up to one-fourth of his total degree requirements through correspondence and continuing education courses.

courses through correspondence to nearly 2,800 students and non-credit independent study through correspondence to more than 2,600 students. Backed by the resource of the University, the Division of Continuing Education considers the entire state as its campus.

RESEARCH

Graduate Education and Research are inseparable and the University of Florida's role as a Center of Graduate Education and Advanced Professional Training requires a vital and continuing research program covering the spectrum ranging from very basic fundamental researches which will provide the intellectual resources for solving problems of the future to mission oriented researches applied to society's problems of immediate and critical concern.

In the first category is the internationally famous University of Florida program in Quantum Theory. It is concerned with the most fundamental questions of physical, chemical and biological phenomena. Examples of the range of applied researches include the developing and testing of family planning programs in the College of Medicine, and the study of the problems of pricing and delivering health care. Another example is the study in IFAS of the use of biological and chemical methods for the control of insects, fire ants, and water weeds. The use of Amur fish and plant pathogens on hydrilla and water hyacinths has attracted special attention.

Ecological problems are receiving much attention. Researches are proceeding in the Florida State Museum and the ecology of the ancient Mayan civilization. Entomologists in IFAS are studying ecological effects on insects, as well as ecological effects of solid waste disposal.

Study of meteorological phenomena, such as the physics of lightning and the effects of hurricanes on the ionosphere, are being carried out. Research in solar energy has attracted world attention.

ACADEMIC PROGRAMS

The first class in Florida's first College of Dentistry enrolled in the fall. The opening class of 24 was chosen from 450 applicants and all but one were from Florida. Two of the students were women. While construction progresses on a new dental college at the Health Center, the students attend sessions in temporary classrooms and laboratories in several campus locations.

Another first came in the fall quarter when the Army and Air Force reserve officer training programs were joined by a Navy unit enrolling 40 cadets.

Two new master's degrees were approved during the year. The College of Agriculture will offer a master of science in agricultural management and resource development and the College of Law offers a graduate program in taxation leading to the degree master of laws.

The role and function of the University College is in a period of transition. Under the new educational programs, students will be permitted to satisfy their general education requirements over a four-year period and may take courses in the professional area of their choice during their first two years.

University honors programs were greatly enlarged and considerably revised during the year. Counseling and advisement activities were evaluated during the year and recommendations made to make this area more effective in giving the student adequate assistance and direction when they need it.

Recognition of good teaching was given added impetus by the establishment of several new awards in the individual colleges. The University continued a program requiring that all teachers be evaluated by their students at least once each year and started an evaluation program for administrators.

During the year, nearly 72,000 people took advantage of the many University-sponsored opportunities made available through the Division of Continuing Education. The division offered 1,400 non-credit classes, conferences, etc. involving more than 61,000 participants; reached 3,700 students through 243 off-campus credit classes; provided credit

Important progress has been achieved on studies of sickle cell anemia in the College of Medicine. Research both on understanding this disease and treating it is moving steadily forward. Other important fundamental medical research which has made notable progress includes studies of ocular herpes simplex and studies of herpes simplex as a possible cause of cervical cancer.

Problems relating to communication under water are of great concern to those seeking to expand the use of marine resources. The University of Florida is a leader in underwater sound transmission research, and on research with dolphin communication.

Major research in coastal engineering and beach protection at the University of Florida has attracted much attention. Much effort has also been expended in the role of mangroves as nurseries for marine fish, and in the prevention of corrosion of metals in marine environments. Coordination of the State University System Sea Grant Research continued to be a function of the University.

Research work in chemistry on high temperature materials related to ablative re-entry of space vehicles into the atmosphere, and also on solid propellant systems in providing strong support for the space program.

The above examples are only a few of the multitude of researches carried on at the University of Florida which relate to the solution of present and future problems of human living in this state. During the past year we have had over 1,200 research projects funded in whole or in part from external (non-state) sources. The University ranked 34th nationally among 100 universities and colleges receiving the largest amounts of federal funds. Many other projects were supported by research funds in the state budget. Research into the impact of Disney World development on mid-Florida drew considerable private support.

It should be noted that a large proportion of the research projects carried out by the University is staffed in whole or in part by graduate assistants who are working for advanced degrees. In many instances the research which they do forms the basis for their master's theses or doctors' dissertation. Thus, the state receives, in a real sense, double returns on expenditures for such research: the research results which are of value in solving problems of society, and the output of trained scientists and scholars.

CONSTRUCTION

Construction projects during the fiscal year included renovation of Walker Hall for the Department of Mathematics and the basement of the Psychology building for the College of Dentistry. Raymer F. Maguire Village for married students was completed and dedicated. It honors the late Student Body President and Board of Control Chairman. Work is underway on Biology II building in the life sciences complex and the Health Center project is progressing toward completion in 1974.

STUDENTS

Student government marked two firsts during the year – the first black and the first woman elected to its highest post, president of the student body.

University of Florida students opened the first federally chartered credit union on a university campus, complete with shares, savings accounts, interests and loans. The venture proved very successful and after more than a month in operation, reported it had more than $20,000 in shares and $10,000 in outstanding loans.

Students brought many honors to the campus during the year. The urban vehicle designed by mechanical engineering students took first place nationally and second in international competition.

Metallurgy students wrote the best papers in the 1972 contest of their professional society and their chapter was designated "best chapter" for the third consecutive year. The student nuclear society, for the second time in three years, won the award for the most notable achievements in public service and nuclear engineering. The Block and Bridle Club won first place in chapter competition at the International Livestock Show. A third-year medical student was elected U.S. representative to an international federation where only one student is selected to represent his country. Journalism students continued to excel in regional and national competitions. Florida students took first and third place in the Hearst national writing event and a team of advertising students was national runnerup in a mythical campaign sponsored by the American Advertising Federation. The cheerleading squad was first in 1972 spirit competition and University of Florida students returned from the summer Olympics with one gold and two silver medals. The golf team won the NCAA championship.

ADMINISTRATION

On June 28 President Stephen C. O'Connell announced his plans to retire to return to private life after a six-year term. Dr. E. T. York, Jr. executive vice president and former vice president for agricultural affairs, will serve as interim president until a successor is chosen by the Board of Regents.

Key administrative appointments during the year included Dr. Kenneth Tefertiller, vice president for agricultural affairs; Dr. Chandler Stetson, dean, College of Medicine; Dr. Blanche Urey, dean, College of Nursing, (both replacing acting deans); Dr. Wayne Chen, dean, College of Engineering succeeding Dr. Robert Uhrig; and Dr. Harry Sisler, former executive vice president, dean of the Graduate School, replacing Dr. Alex Smith who had been acting dean.

Dr. Arthur Sandeen was named to fill the vacancy created by last year's resignation of Vice President for Student Affairs Lester L. Hale. Dr. Frank T. Adams, Jr., long-time dean of student development, retired and will be replaced by Dr. Thomas Goodale, who will have the title dean of student services.

G. Steven Wilkerson became Vice-president for alumni and development services. He serves as executive secretary of the Alumni Association and executive director of the University of Florida Foundation, Inc.

Among projects receiving private support during the year was a $1 million challenge grant from the Frank E. Gannett Newspaper Foundation toward a new home for the College of Journalism and Communications; land and $150,000 from Cornelius Vanderbilt Whitney for construction of a marine research laboratory at Marineland, and $700,000 received anonymously to establish the second permanently endowed chair on campus in the Department of Obstetrics and Gynecology. The long-contested Gatorade suit was settled during the year with the University slated to receive 20 per cent of the royalties from sale of the thirst-quencher.

FLORIDA STATE UNIVERSITY
Stanley Marshall, President

GENERAL COMMENT

Healthy growth, self-study, program-scrutiny and a major determination to reorganize the University's academic structure to better meet the changing needs and interests of the state and nation characterized the majority of activity at Florida State during the 1972-73 fiscal year.

While many of the state's universities and junior colleges experienced losses in enrollment or only very slight increases during the 1972-73 fiscal year, The Florida State University had an increase of 4.1 percent in the fall quarter of 1972.

Although the University's policy does not call for growth simply for the sake of growth, the increase demonstrates recognition of quality education available on this campus and reflects the confidence of the people of Florida in this University.

Of the 19,386 students registered last fall, there were 2,627 freshmen, 2,824 sophomores, 5,071 juniors, 3,845 seniors, 784 special students, 544 law students, 3,462 graduate students and 226 state employees.

In the past two years, Florida State's heaviest growth has been in the area of community college transfers admitted to the upper division—a factor attributable in large measure to the fine work being done by the University's special Division of Articulation Affairs.

The University's enrollment of black students increased by nearly 100 percent over the previous year for a total of 893 who so identified themselves, although the question of race is an optional one in the records completed by students. It is hoped that the development of an Office of Minority Student Affairs will produce similar increases in the recruitment and retention of minority students in the year ahead.

The appointment, in 1972, of a Special Assistant to the

President for Minority Affairs has already produced significant results in the development and implementation of affirmative action programs designed to increase the representation of minority groups throughout the University's staff, faculty and administration.

The University authored and adopted an expanded equal opportunity policy which is under consideration by the Board of Regents for adoption as the State University System policy on equal opportunity. The University has been designated as the pilot institution for the State University System in Equal Employment through Affirmative Action and as such has developed a Master Plan–Affirmative Action Program. The plan has been cited as the best developed program of its kind in the region and possibly in the nation.

MAJOR REORGANIZATION

The Florida State University Self-Study, 1972, was undertaken to achieve two related purposes: to maintain reaccreditation with the Southern Association of Colleges and Schools and to chart a tentative course for the University for the next decade. Both purposes were served through intensive analyses of University operations made by two groups–the Self-Study Committee and a University Reorganization Committee.

The results of these studies pointed most significantly to the need for a new structure of academic administration, which in turn led to the abolition of the Vice Presidency for Academic Affairs in favor of the reorganization of nine schools and colleges into six major divisions headed by provosts and the creation of the office of a Dean of the Faculties. All positions will report to the Executive Vice President, who is now designated chief academic officer of the University.

The newly created divisions are: Arts and Sciences; Professional Schools and Colleges (except Law); Social Sciences and Law; Communications, Fine and Performing Arts and Music; Educational Services; and Graduate Studies and Research.

The New Structure

The Dean of the Faculties will be responsible for bringing coordination and consistency to universitywide academic matters which cross divisional lines, but are not based within any one division. Examples are such areas as promotion, tenure and faculty relations.

Graduate Studies and Research

This Division will continue to give emphasis to Florida State's mission as a principal center of graduate study and research. It will integrate the activities of the Graduate Research Office, Computing Center, University Press, Nuclear Services, Marine Laboratories and other research facilities.

Educational Services

Special units not included in schools and colleges, such as the international study centers, libraries, instructional research and service and continuing education comprise this Division. These units provide resources for all instructional programs.

Social Sciences and Law

The newly created College of Social Sciences, which consists of the departments of economics, geography, government, sociology and urban and regional planning, is part of this Division, as is the new School of Social Work, which formerly held departmental status in the now dissolved School of Social Welfare. The Division also includes the College of Law and the Department of Criminology.

Arts and Sciences

The provost of this division will be charged with administering those departments in the present College of Arts and Sciences which remain after the Colleges of Fine and Performing Arts, and Communications are formed.

Professional Schools and Colleges

Five of the present professional schools and colleges are to be grouped under a provost for this division. Their common

interest in professional education should provide a basis for productive interaction. These include the College of Education and the Schools of Business, Home Economics, Library Science and Nursing.

Communications, Fine and Performing Arts, Music

The creation of a new academic division which features interaction among Communications, Fine and Performing Arts, and Music will place Florida State University in the forefront among those institutions which recognize the growing importance of these disciplines.

Further definition of the re-groupings will be detailed in next year's annual report, since the process of reoganization is one that has flexibility and ongoing modification as its basis of development, and because the changes only became effective July 1, 1973.

ACADEMIC AFFAIRS

The University's desire to be more responsive to student, State government and public needs was demonstrated throughout its academic programs. Examples of the types of problems tackled and services offered include the following:

Legislative assistance.

Atmospheric and water pollution and the economic utilization of Florida waters.

Beach erosion and possible avenues to correct or maintain Florida's beaches.

Environmental sciences—new courses offered and inter-departmental efforts to increase utilization of oyster and lobster resources.

Internships with state institutions, community colleges and state agencies.

Population research and land analysis relating to Florida resources and environmental quality.

Educational preparation of staff personnel for concerned State agencies.

Educational extension services—offered by the College of Education, the School of Nursing, and the Department of Criminology, among many others.

Educational renewal programs for state government agencies, sponsored by the Council for Instruction in cooperation with the Divisions of Instructional Research and Services and the Division of Continuing Education.

Research in the area of housing and in food and nutrition—a cooperative program between the Florida State University School of Home Economics and the University of Florida's Center for Rural Development.

Diagnostic evaluation of 1,073 children and adults having speech or hearing defects and treatment for 1,200 patients at the Regional Rehabilitation Center.

Cultural enrichment of the community and State of Florida—20 off-campus programs offered by the School of Music and 40 productions offered by the Department of Theater which reached some 35,000 citizens, many of whom were not University students or faculty.

Institutes, conferences and short courses—in legal education and judicial affairs; on vocational rehabilitation, social work education and institutional racism; on Census data use for state agency personnel; statewide training seminars for state employees in evaluative research and planning methods; training programs on emotional control and community relations under stress, for policemen; and training courses for criminal justice planners in the Southeastern Region.

Many other programs in areas too numerous to cite in this report were offered by other campus units and the Division of Continuing Education.

DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs engaged in a review and revision of its goals and objectives during the past year. As a result, five primary goals were outlined which are intended to carry out the missions of the University and the Division. They are:

(1) To design academic, career, and personal advisement programs which meet societal needs.

(2) To establish supportive student services designed to sustain attendance at the University.

(3) To develop academically related interpersonal experiences in career related work.

(4) To advocate and represent student needs in matters which affect student learning behavior.

(5) To develop management systems which will assess the quality of all student educative experiences and correlate such experiences with student and institutional needs.

A description of programs supporting these goals follows:

In September, 1972, the student newspaper, *The Florida Flambeau*, became independent. Subsequent to that action, the Division has served as a liaison between the University and the independent corporation.

The paraprofessional program, in its second year of operation, provided opportunities for students to serve in positions of administrative responsibility, assisting in the design and development of campuswide programs.

The Career Development Services Office engaged in a comprehensive effort to provide career planning, placement, financial assistance, term-time employment, and cooperative education experiences for students.

Student Financial Affairs reported that loans, grants, and scholarships were awarded to approximately 7,000 students for a total of $5.5 million. In addition to these awards, 4,064 short-term loans were awarded totaling $459,412. The student employment service reported the "term-time" placement of 785 college work-study students on campus and 50 off campus. Employment opportunities, other than work-study, filled during the year numbered 3,330.

Cooperative Education actually doubled the goal set for its first year of operation. One hundred and twelve students representing 17 disciplines were placed in cooperative arrangements with approximately 65 employers.

Resident Student Development reported major accomplishments in both physical planning and student development programming. Seven residence halls will be air conditioned, one traditional hall is being coverted into apartment units, and a new hall, which is under construction, will be ready for occupancy in the Spring of 1974.

In programming for resident students, emphasis was placed on security education and black-white relations.

The University Counseling center sponsored several special programs of outreach, including: (1) Curricular-Career Information Services (CCIS), a media-based, self-directing career assistance unit which was housed in a freshman residence hall; (2) Project Alteract, a center which offers alternative ways of action for students seeking assistance and involvement in human relations training and activities of interest; and (3) Telephone Counseling Service, a 24-hour community-wide service which uses trained volunteers.

The Orientation Office served approximately 8,000 new students during the past year, conducting five separate sessions for incoming groups. An Information Resource Center, located at the University Union, was established to provide on-going orientation. The Center, which contains 10 cathode ray computer terminals, began operation in January. By mid-Spring, the Center was being utilized by approximately 1,000 students per week.

Increased communication with parents was accomplished through a Summer Orientation program, Fall forums and a special weekend.

DIVISON OF ADMINISTRATION

The emphasis within the Division of Administration over the past year has been upon improving and refining the varied services that it renders to the University and adding new services for which a need has been indicated. The services emanate from a broad array of functions: Personnel Relations, Controllership, Administrative Data Processing, Financial Analysis, Operations Analysis, Business Services, Health Services, Physical Planning, and Physical Plant. Significant achievements were realized in all areas, but for this report further comments will be limited to the latter two functions.

Problems in connection with physical facilities have become increasingly more acute, both at FSU and throughout the State University System. They range from the need for additional space to the necessity for repair and improvement of existing facilities, this latter requirement being particularly important in an older institution such as

FSU. In the continuing effort to develop satisfactory solutions, the Division of Physical Planning, during 1972-73, was involved with 30 construction and major renovation projects that will require an estimated ultimate expenditure of $52 million. By the end of the year, two of these projects ($1.25 million) had been completed. 18 others ($24.9 million) were either under construction or in the design stage, and building programs were being prepared for 10 more ($25.8 million) that were as yet unfunded. Additional projects are anticipated in the near future.

Maintenance of the physical facilities that already exist is a function of extreme importance. The Division of Physical Plant carries the responsiblity for this function and performed it last year in a constantly improving manner. Foremost among the improvements was the establishment of the first phase of a Preventive Maintenance Program. Other phases will be added and the program expanded to its optimum extent in the future as resources permit. Another refinement was the inauguration of a Maintenance and Engineering Project Control System to better control and perform maintenance and minor renovation work. When it is fully developed, the system will entail the routing of all maintenance and engineering projects to be performed by the Division through a Project Control Center that will assign priorities, schedule work, and provide coordination.

A lack of resources, primarily personnel and funds, continues to be the greatest impediment to the complete resolution of our physical facilities needs. The Divisions of Physical Planning and Physical Plant attempt to achieve the greatest possible benefit from the resources available.

DIVISION OF UNIVERSITY RELATIONS

This division expanded its horizons during the year with major emphasis on governmental relations at all levels, reorganization of fund raising techniques, improved relations with the news media and service to all faculty and staff with new and improved publications.

The Director of University Relations did double duty, serving also as executive assistant to the president and chief liaison man with governmental agencies.

The Office of Information Services increased its services to the media by beginning the production of radio tapes, TV film clips and the installation of a Code-A-Phone for instant transmission of timely news. The OIS also coordinated the production of a University film which has been widely viewed and has already won a national award for excellence. The OIS Photo Lab processed almost 10,000 photographs.

The Office of Publications, noting rising costs of printing, changed its program to effect a savings of about $8,000 despite the fact that the University Catalog had its largest press run (67,000) in history. Both the University Catalog and new General Information Bulletin received Certificates of Merit for Graphic Excellence from the Nekoosa Edwards Paper Company.

The Office of Alumni Affairs began plans to convert the office recordkeeping system to a computer operation, which is necessary to continue maintaining records on more than 68,000 alumni. Service to the University and the Greater Florida State Fund drive was carried out by this office. The Alumni Office continued to provide mail assembly for many other campus departments.

Private fund raising at Florida State University received a new level of support as the University moved to claim its place among other state institutions in the area of private donations. In order to consolidate the various annual funds and private support programs within the University, the Office of Development was designated the official office under which all fund-raising will be conducted and coordinated. Further, a strengthened, comprehensive long-range fund-faising program for the University was initiated.

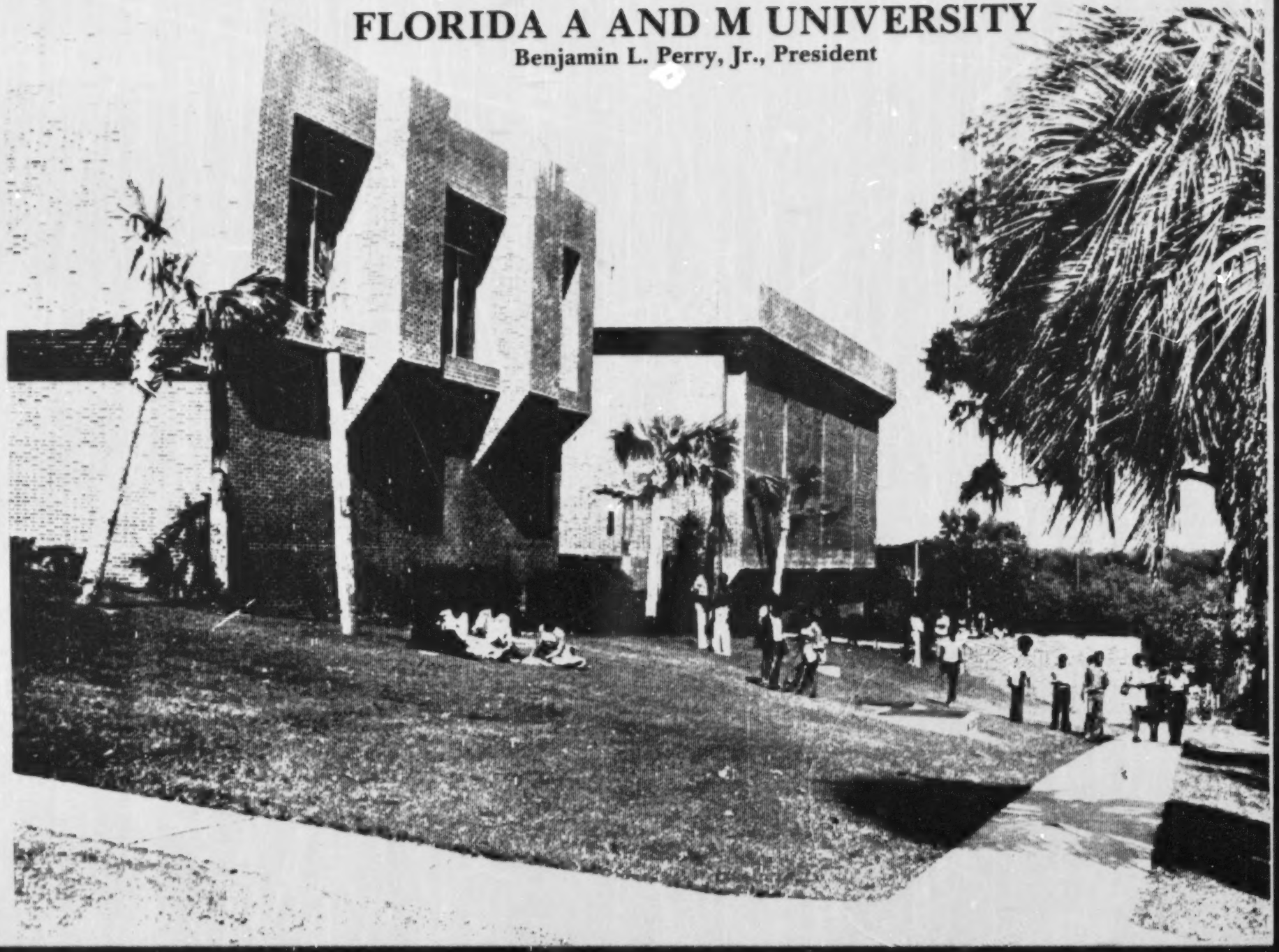
To successfully implement the many new programs, two new positions for full-time fund-raising officers were approved.

The Florida State University Foundation, through which all private donations are administered, has assets and pledges of more than $2.6 million, an increase of approximately $500,000 over the previous year. In addition, it transferred to various University departments, gifts totalling $280,485.

The Foundation is administered by the Office of Development and a 20-member board of statewide elected trustees.

FLORIDA A AND M UNIVERSITY

Benjamin L. Perry, Jr., President



The 1972-73 academic year brought forth a myriad of positive and perplexing developments at the Florida Agricultural and Mechanical University (FAMU). There is evidence of noteworthy gains in academic strength as the School of Education received full accreditation, the faculty rose in national eminence, the academic climate on the campus improved among the students, and the largest graduating class ever was sent forth.

In striking contrast, the University had to embrace some crucial issues and flustering situations resulting primarily from the impact of the forces of change. The sudden need to intensify our Affirmative Action Program and the constant need to make adjustments in the University's financial program due to an ever escalating inflation were among the biggest challenges to administrative ingenuity. While problems of these kinds are common today at many colleges and universities, they tend to strike with a more stunning blow upon institutions of FAMU's history and tradition thus causing more trauma and concern than seem justified. Nevertheless, all seemed committed to maintain a calm resolve to help shape these inevitable changes at the University rather than have it suffer them.

ACADEMIC AFFAIRS

Teacher Education – Following a visit by the National Council for the Accreditation of Teacher Education (NCATE) the undergraduate teacher education program was reaccredited and the graduate program was given initial accreditation, thus giving the School of Education full accredited standing for the ensuing ten-year period.

The teacher education instructional program took on an international dimension when we joined in a Minority Intern Peace Corps Program. Thirteen participants are now in Francophone, Africa after completing extensive training sessions at FAMU and St. Thomas, Virgin Islands. They are serving there as teachers of English as a Foreign Language.

Nursing – Since the closing of the Tallahassee A & M Hospital, the School of Nursing has been continuously

involved in strengthening its agency affiliations in order to broaden and intensify the clinical experiences of its students. In addition to the affiliations of long standing in Duval and Escambia Counties, several new ones have been established. These are all combined to provide varied types of clinical experiences in the total health care system which includes health maintenance and the prevention of diseases as well as the treatment and cure of maladies.

Presently, each member of the nursing faculty has an advanced degree in an area of specialization; the Jacksonville unit is adequately housed in a recently improved facility; two grants, totaling $57,609, have been received for overall program improvements; and a slight increase in enrollment has been gained. There remain, however, many needs. If the School of Nursing is to carry out its mission in the most effective manner we must give a higher priority to the improvement of its major physical facilities.

Pharmacy – The School of Pharmacy, upon taking occupancy of its new $2.1 million facility early in the academic year, became one of the best housed schools of its kind nationwide. And on becoming so, it has gathered the necessary momentum for a vigorous pursuit of academic excellence. The faculty has become more oriented to research and innovative teaching concepts involving the electronic media. These resulted primarily from some of the special features embodied in the new structure. Four faculty members, aided by grants from the Kellogg Foundation, pursued professional study leading to advanced degrees.

The student population is more diverse in ethnic group make-up than elsewhere on the campus. Twelve percent of the 184 currently enrolled are Cubans, seven percent are Africans or Indians, while the remaining 81% are Americans. Women constitute 39% of the enrollment.

Agriculture & Home Economics – In working closer with the Institute of Food and Agricultural Sciences of the University of Florida, the School of Agriculture and Home Economics is taking some giant steps to provide programs of training and service of the utmost relevance to the needs and problems of Florida and the nation. Its 239 students represent a significant increase in enrollment over the past three years. Job opportunities abound in a broad variety of fields including horticulture, forestry, the various related commodity markets, education, and government at many levels.

Technology – The aim of the School of Technology is to prepare the individual student to cope with the technological world in an intelligent manner with understanding and skill and to contribute in a positive way to society as a member of the technological work force. It was felt that sufficient progress had been made in the development of this program into one of high quality to warrant a visit by the Engineering Council for Professional Development to our campus in the interest of its accreditation.

Arts & Sciences – The College of Arts and Sciences continued its efforts to develop its departmental programs at a level of the highest quality. The Department of Business and Economics maintained its momentum and vibrancy leading towards its development into a school. Its enrollment of 1,100, the highest among departments, continued to increase. The faculty was strengthened and instruction enriched through the services of guest lecturers, consultants, and its initial Arthur Young Visiting Professor, Dr. Joseph Cramer, Jr., of the Pennsyvlania State University. Grants totaling more than $350,000 were provided for strengthening the overall program, including the establishment of a Business Development Center to assist potential minority businessmen.

Sociology, with the second highest departmental enrollment, continued to carry forward its outstanding programs of teaching and social services to the extent that it adopted the new name–Sociology, Anthropology and Human Services–a more accurate and inclusive designation that better reflects the total emphases of the department. It secured more than $800,000 in special grants to continue its ever broadening programs geared to the people's problems.

The major challenge that faced the Sciences was that of attracting more bright and able students into careers in

science, particularly for the medical and health related sciences, including health oriented research. Some of the $226,000 grant funds provided these areas during the year were in support of programs geared to this crucial need.

The English Department, while grossly understaffed, served 3,721 students during the fall and winter quarters this year. It carried forward experimentation in new ways of teaching communication skills which resulted in integrating some new techniques and approaches with their traditional methods. It must be noted, too, that commendable progress was made in getting the new Navy ROTC unit established at the University, thus giving the students a broader choice of officer-level military training which now includes the Army, Navy and Marine Corps.

While 2,731 or 57% of the University's 4,800 or more students were registered in the College of Arts and Sciences during the fall and winter quarters, it is estimated that by reason of its large service programs for the five schools, it served an estimated 3,721 students. In so doing it provided an estimated 67%-70% of all the instruction given on the campus. Of its 173.5 member faculty, 142 were carried on regular University payroll, 21.5 were teaching under special grants and 10 were here under military assignments. This analysis serves to provide an insight into some serious staffing problems that are sure to loom when grant funds are no longer available. More importantly, there is an immediate need for more instructors and support service personnel. When considering the nature of the classes and the needs of the students we must serve, it becomes an urgent matter that we provide more instructors and paraprofessional personnel, including a strong team of career service workers. This will permit smaller classes in certain areas of instruction, increased individualized instruction, greater use of innovative techniques and more assurance of the maximum effectiveness in the teaching-learning process.

Community Services and Special Programs – The University continued to provide special training designed to meet the needs of groups with specific problems. Under its three special programs of long standing, (1) the Upward Bound Program, (2) the Thirteen College Curriculum Program, and (3) the Manpower Development and Training Program, over 600 persons were served. The Division of Continuing Education also provided community-level training opportunities for approximately 3,800 persons through classes, workshops and conferences.

Research – Traditionally, the University's research program has been geared primarily to efforts particularly related to helping the disadvantaged. But increasingly, the overall research program is encompassing a broader variety of projects, thus providing the faculty and students greater opportunity to contribute to the discovery of new knowledge as well as discover new applications for old knowledge. A Minority Schools Biomedical Support Award of $796,000 was given the School of Pharmacy for an inter-disciplinary research project entitled Nucleoside Analogs with Antitumor Activity. This marks the University's first venture into cancer research. Among other research projects underway are Pesticide Residue Studies, Amino Acid Content of Peanuts, and a Study designed to reduce the impact of rural poverty in Northwest Florida.

The Faculty – Many faculty members distinguished themselves by their publications, their leadership roles in professional organizations, and their affiliations with significant conferences and projects at the national and international levels. A few examples may be shown. A FAMU faculty member was one of 15 University representatives nation-wide taking part in a faculty development project in India under the aegis of the American Association of Colleges of Teacher Education. Another is one of 22 persons on the National Council for the Accreditation of Teacher Education. The president-elect of the Southern Sociological Society is a FAMU faculty member while at least three others head up state-wide professional groups. The author of a recently published book, *Instructional Planning in the Secondary School*, is a member of the faculty.

A number of important changes and realignments of the teaching personnel transpired during the year. These were

due primarily to retirements and departmental reorganizations. Most notably among the 20 employees who retired are Dr. James Hudson, Chaplain and Chairman of the Department of Philosophy and Religion, whose quiet, penetrating personality and persistent leadership added much in terms of scholarly posture and strength to the entire faculty and the venerable A. S. "Jake" Gaither, long-time Head Football Coach and Athletic Director, whose gridiron successes and stalwart leadership have brought a wide, positive recognition to the University.

STUDENT AFFAIRS

While it has been recognized for some time that a need exists for some realignment of functions to better serve the needs of students, it was not until this year, under the leadership of the newly appointed Vice President for Student Affairs, Dr. Warren Morgan, that the program was restructured and expanded to encompass some additional areas of responsibility. More important, perhaps, than the expansion, per se, is its underlying concept. The entire area of student life, as now viewed, is something extraordinarily broad in scope, profound in nature and challenging in its potential for real worth. It goes far beyond the realm of examinations, grades and academic proficiency. It goes into a broader realm where the student must function as a human being with responsibility for his own actions and sharing in the responsibility for maintaining a pleasant living environment for all.

Therefore, the thrust of the new program is geared towards an enrichment of the total campus environment through more relevant programs, services, and facilities that will assist the student in a fuller development and keener awareness of the world about him and the beauty of life. Under this concept, the Office of Student Affairs assumed more responsibility for admissions, records, registrations, and community college affairs. It also initiated many improvements in student services, thus insuring that each student has the best opportunity possible to not only complete his academic goal at FAMU, but also to gain maximum growth and development while doing so. Special efforts were made to broaden the ethnic composition of the student population.

ADMINISTRATIVE AFFAIRS

Concerted efforts were continued toward re-staffing, retraining and reorganizing the administrative sector in order to improve the overall management of the University. Mr. Frank Richardson, who joined the staff late in the year as Director of Institutional Research and Planning, comes with special training in the area of information science. This should add strength to our budget planning functions. The Internal Control unit has been completely staffed and has developed new forms and procedures that have enabled us to exercise better controls. This should minimize adverse audit comments. (See Appendix for the Budget.)

The Office of Personnel Relations continued its efforts to provide an efficient program of services most beneficial to the general welfare of the employees such as notification of opportunities for advancement and of fringe benefit entitlements, sponsored training programs, coordination of the State Health Insurance Program, and many more.

The two units that have been functioning under difficult circumstances are Finance and Accounting and the Regional Data Center. But each has taken some positive steps for improvement as may be shown below.

Finance & Accounting – While it is more generally recognized that state appropriated funds represent only a part of the University's total revenue needs, it is not fully realized that the significant increases in supplementary funds from federal and private sources create a need for increased accounting services. This unit has had to focus on improving accounting procedures with increased emphasis on the in-service training of personnel and on more effective procedures and reports for contracts and grants. Moreover, the tremendous increase in necessary grant funds to the University without a corresponding increase in the accounting staff has placed an enormous burden upon the existing personnel. More help is needed here if we are to

reach our desired level of proficiency.

Regional Data Center – One of the fastest growing tasks of the administrative sector is that of helping to facilitate both the instructional and service programs through improvement in the processing and flow of computerized information within the University. This is of the utmost importance if we are to maintain a high level of quality in our operations. Therefore, it has been made a high institutional priority. Our Regional Data Center recognizes the need and potential for this service and is therefore devoting considerable time and effort to improving communications, expanding automation, and increasing intra- and inter-University cooperation in the utilization of all available resources. It has retrained and upgraded staff members and added new personnel and facilities in pursuit of the goal of developing a stronger data base.

Physical Plant – The volume of major construction in progress, recently completed, and in projection reflects the efforts being made on the campus to provide the necessary support facilities for an on-going, quality program of education. The School of Pharmacy moved into its new $2.1 million building last September. The University library resumed operations in the completely renovated and expanded Coleman Library and the Student Union Building was renovated and refurbished following a disastrous fire the previous year.

A new, garden-type apartment dormitory for women is currently under construction and preliminary plans are being made for a complete renovation of all of the older academic, administrative and housing facilities as a result of special appropriations provided by the 1973 Legislature of $7,838,000.

MAJOR NEEDS, PROBLEMS AND PROSPECTS

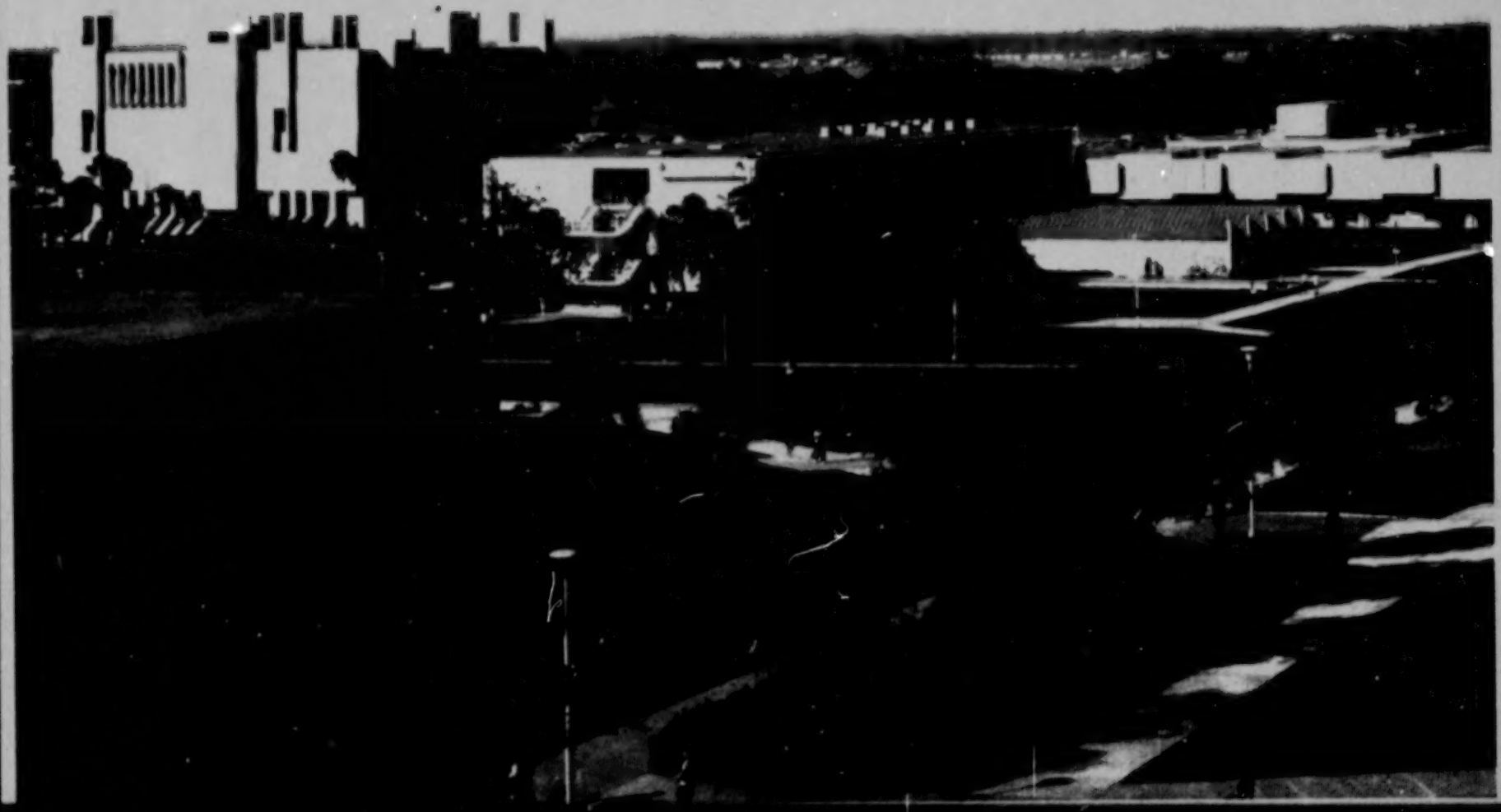
A number of overall problems of far-reaching consequences remain to be resolved. Perhaps the most perplexing one with which the University grappled during the year was that of having to redesign and implement, under the urgency of federal authorities, an affirmative action program that would attract more whites into the student community. As we considered the alternatives in meeting this challenge it became clear that the University will soon undergo an extraordinary transformation. It must assume an expanded role and a broader mission. Plans, as currently projected, would call for a more vigorous recruiting effort and a further improvement of the academic image. Under this approach the undergraduate programs would be further strengthened and expanded and four new graduate programs added. The prospect of having an evening college in operation next year adds further to the expanded role the University must assume in providing a program of studies geared to the social and economic problems faced by more groups and more communities.

Although the University fully realizes that it must make constant efforts to adjust to the productivity formula imposed by the BOR, there is the growing need for increased instructional and support personnel in some fast growing departmental areas, while FTE productivity may be low in others. While these shifts in departmental enrollment patterns are due primarily to new opportunities for blacks in the job market, there is the resultant serious imbalance in departmental staffing. Special consideration needs to be given to a long-range, realignment plan to alleviate the problems stemming from this situation. Likewise, and partially related to the above problem, the University must meet the need for increased emphasis on career education as an important part of the overall human growth and development program for the students. Too many come to us incapable of self-direction, lacking in adequate career information, vague in their career goals and limited in their self-concept.

There is also a manifold of urgent needs related to the day-to-day operations of the University that compels attention. Many have been identified throughout this report. Others would include increased funds for student aid and faculty development, a lower student-counselor ratio, and an improved campus program for automotive traffic and parking.

UNIVERSITY OF SOUTH FLORIDA

Cecil Mackey, President



USF: THIRTEEN YEARS AND GROWING

The doors of the University of South Florida were first opened to students on September 26, 1960. In the thirteen years since the first student body of 1997 freshmen began taking courses in five colleges, student enrollment has increased more than 800 per cent – to the fall, 1972, level of almost 19,000 students in nine colleges on two campuses. To date, more than 150,000 people have taken courses at USF – 85,000 in credit courses and about 75,000 in non-credit courses – and more than 22,000 people now hold USF degrees. The University of South Florida is one of the ten largest universities in the Southeastern United States.

Growth and development in other phases of institutional life have been similarly dramatic during each of the University's first thirteen years–and the 1972-73 academic year was no exception. Major accomplishments were many in the past twelve months and included:

- Completion of a major "self-study" of all aspects of the University, required every ten years by the Southern Association of Colleges and Schools for continuing accreditation.
- The reaching of unprecedented agreements with Hillsborough Community College and the Hillsborough County Public School System for more joint programs providing more options to students and to permit them to move ahead faster toward attainment of their educational goals with a minimum of duplication and red tape, and the initiation of an indepth examination of the role of lower division instruction at the University.
- Planning for expansion of the University into the Ft. Myers and Bradenton-Sarasota areas and consideration of alternative sites for the USF campus in St. Petersburg.
- Reorganization of the Administrative Affairs division of the University to permit more effective coordination of administrative support services and long range planning.
- Continuation and expansion of efforts to make college credit more accessible to more people on Florida's West Coast, including a credit course via local daily newspapers (something new in the Southeast), more "YOU" courses on radio and TV, and increased offerings of credit testing via CLEP (College Level Examination Programs).
- Continuation and expansion of a broad communications program, both internally and externally, designed to keep all

interested persons informed of USF's mission and activities.

• Establishment of an extensive new Equal Opportunity Program with affirmative action goals and an Equal Opportunity Committee with representation from all areas of the University.

• Reorganization of the Division of University Studies to provide new students with a more effective academic advising program.

• Participation of USF faculty, staff and students in a major new film on American higher education – "The University Today" – which features Yale and USF as prototype American universities.

A number of other accomplishments and achievements, discussed below, constitute the outline of another dynamic year at USF–a year that provides a firm foundation upon which to build in the next twelve months.

STUDENTS SERVED

Accomplishing the mission of the University–serving the special needs of people in one of Florida's largest metropolitan areas–has been the primary purpose of the programs and projects undertaken during the past year. One measure of success in accomplishing that mission is the composition of the student body

• Two-thirds of the University's 19,000 students commute to class from their homes or apartments in the area.

• More than 60 percent of the student body are residents of the Greater Tampa Bay Area and more than 90 per cent are Florida residents.

• Sixty per cent of the University's 22,500 graduates reside in the Tampa Bay Area.

• Two-thirds of all USF students are 21 years of age or older and one-fourth are married.

• Forty per cent of the student body are employed full- or part-time.

ACADEMIC AFFAIRS

Accomplishments and changes in the Academic Affairs area may be divided into two areas, those in the general Academic Affairs area and those in the colleges.

In the general area of Academic Affairs, accomplishments included:

Review of Academic Programs

• *Self Study.* Completion of a self study and participation in a visit from the Southern Association of Colleges and Schools. The University has received the Association's Committee report, submitted its response and looks forward to reaccreditation at the December meeting of the Association.

New Opportunities for Credit

• *College Credit by Newspapers.* Completion of plans to offer a two-hour college credit course, drawn from the American Studies Department, by newspaper beginning in the fall of 1973. The course will be carried by three Florida West Coast newspapers.

• *Your Open University (YOU).* Offering of college credit courses by television to anyone in the viewing area through the program known as Your Open University, YOU. Twelve courses taught by USF faculty members were produced in the studios of USF's Channel 16. The program also utilized the Sunrise Semester Courses produced at New York University and made available through the CBS affiliate, Channel 13, in Tampa.

• *Credit by Examination.* Expansion of opportunities to earn credit by examination through the utilization of the College Level Examination Program (CLEP). 1,100 freshmen students received up to 45 quarter hours of course credit by taking the CLEP battery of five tests in general education. More than 120 of these students earned the maximum of 45 hours credit and became "instant sophomores." As a result of this phenomenal success, 18 new CLEP subject area tests have been added to supplement the five general exams. These subject areas will allow a student to earn credit for an additional 30 courses.

More than 25 USF students who skipped their freshman year by earning 45 hours credit via CLEP completed their second year of college, with nine of the group maintaining a perfect "A" average. More than one-fourth of the

approximately 1,100 students taking the CLEP exam maintained a "B" average or better this past year. These figures support the value and the success of the CLEP program.

• *Bachelor of Independent Studies.* Three students were awarded Bachelor of Independent Studies (B.I.S.) degrees during the fiscal year 1972-73, making USF the first University in the Southeast to award an undergraduate degree in interdisciplinary studies which had been earned on a predominantly external basis. Thirty-six additional students signed up for the program, bringing the total enrollment to 100.

• *Serving 12-County Area.* A total of 271 credit courses, mostly graduate level, offered to the 12-county area served by USF. Clusters of courses were offered in the city centers at Sarasota and Fort Myers. Non-credit activity was largely focused on the Greater Tampa Community, offering seminars to business, industry and the professions.

New Forces in Action

• *Enrollment Projection Task Force.* The development of an Internal Enrollment Projection Task Force.

• *New Committees on Testing and Advising.* Creation and appointment of committees on Testing and Advanced Placement and Academic Advising.

• *Student Academic Grievance Procedure.* Establishment of a University-wide student academic grievance procedure with functional committees in each college.

Changes

• *Transferring University Studies and Admissions.* Transferring the Division of University Studies and the Office of Admissions to Student Affairs in order to provide more effective coordination of new student advising and orientation.

• *General Distribution Requirements.* Implementation of the General Distribution Requirements which replaced the former Basic Studies (General Education) Requirements.

• *New Grading Policies.* Implementation of new grading policies covering two significant changes. First, the "Forgiveness Policy," which allows students to repeat courses in which unsatisfactory grades were received, without the original grade being computed in the grade point average. Second, a policy change which concerns an "S-U" grading system, more commonly known as "Pass-Fail" system. In addition to designating certain courses to be graded on an S-U basis, qualified students may take any undergraduate course not required in their major or in the distribution requirements of their college on an S-U basis upon written agreement of the instructor and the student. This is an interim policy and will be replaced or modified by recommendations of the Faculty Senate.

• *Computer Registration.* Implementation of computer registration, designed to begin in fall of 1973, will simplify previous methods. This will give the University the advantage of being able to determine in advance and cope with the demand for certain courses.

• *Graduate Programs.* Clarification of conditions for admission to graduate programs and standards of admission monitored.

• *Tenure and Promotion.* An improved process for consideration of Tenure and Promotion for USF faculty members.

Research, Grants, Awards

• *Sponsored Research and Training.* An increase of "Grants and Contracts in Effect on Last Day of Fiscal Year," up to more than $8.9 million in 1972-73 from $7.8 million in 1971-72. However, the "New Grants and Contracts Awarded" were down from 5.8 million in 1971-72 to 5.2 million dollars in 1972-73.

• *Awards for Teaching and Research.* Establishment and presentation of awards for teaching and research as well as the creation of Emeritus Professorships.

In the area of the Colleges, accomplishments and changes included:

Planning Pipeline.

• *New Degree Programs.* Authorization to plan new degree programs including: M.A. in Criminal Justice, Ph.D. in

Medical Sciences, M.Ed. in Administration and Supervision, and a new track in Marine Biology within the B.A. Program in Biology.

• *Anthropology Plans M.A. Program.* Developing of plans by the Department of Anthropology for an M.A. Program focusing on applied anthropology in three tracks: urban, medical and field (public) archeology.

New Personnel, Classes, Departments.

• *Appointments.* Appointments of three deans, two acting deans, 12 chairmen, and nine acting chairmen.

• *Sekection of Charter Class for College of Nursing. Selection* of the Charter Class of 51 candidates and completion of plans for the class to enter the College of Nursing in September, 1973.

• *Speech Pathology and Dance.* Departmental status given to Speech Pathology and Dance Programs.

• *Women's Studies and Criminal Justice.* Phenomenal enrollments for Women's Studies and Criminal Justice Programs during their first year.

• *Absorption of FSU Engineering Program.* Absorption of the Florida State Engineering program was completed successfully.

FINANCE AND PLANNING

During the past year Administrative Affairs was reorganized in order to create a new University-wide Finance and Planning Division responsible for the over-all coordination and integration of University planning and financial affairs. The new division was established to increase the efficiencies and economies of the planning and budgeting process and consists of the Budget Office, Space Utilization and Analysis, and Facilities Planning under the Director of Administrative Planning.

The Director of Program Planning and Analysis is responsible for the overall coordination of planning activities with Student Affairs, Academic Affairs, Administrative Affairs and University Relations. Both of the directors in this new area report directly to the Vice President for Finance and Planning.

The function and goal of the combined offices under the direction of the Vice President for Finance and Planning are to develop and implement formal planning processes that assure that all programs contributing to the fulfillment of the University's mission and master plan are adequately defined and that financial resource requirements are projected and coordinated with the University's budget cycle.

ADMINISTRATIVE AFFAIRS

During the past year Administrative Affairs continued to concentrate on planning and implementing new and improved services designed to increase the efficiency and economy of the service-oriented mission of the University. A number of specific achievements deserve emphasis.

• *Auxiliary Services.* The completion of a new receiving and office facility during the past year has provided an improvement in the organizational structure of the Bookstore and the efficiency of the services provided. The implementation of the Textbook Retention Program generated a savings to the student body of approximately $150,000 in textbook costs this year.

• *Computing Center.* The Central Florida Regional Data Center became a fully operating reality on May 1, 1973, precisely on schedule with last year's planning. During the past year, significant improvements in hardware and software capabilities were also accomplished. The current level of professional services available to the students, faculties and staffs of both the University of South Florida and Florida Technological University attest to the success of this operation. The extension of computer services via remote terminal to the St. Petersburg Campus has significantly upgraded the availability of computer services to that facility.

• *Personnel Services.* The Division of Personnel Services implemented two new major programs this year. The establishment of a Training Department kicked off an in-house staff training program which has resulted in such course offerings as basic supervisory management, receptionist training, GED, a new orientation program, business

correspondence and others.

A cyclical audit program was established to review every career service position in the University by organizational unit. This review, which is 90% complete, has resulted in the reclassification of many positions, the generation of a specific set of job descriptions for each employee, and in some cases the reorganization of operating units.

• *Physical Plant.* Significant improvements in physical facilities for the handicapped were given major emphasis during this year, including the addition of ramps, sidewalks, bathroom modifications, lowering of wall hung telephones, kickplates on doors, reducing entrance thresholds, and various other changes of concern to the large contingent of handicapped students attending classes at the University.

In addition, the Grounds Department has hired a number of female groundskeepers to assist in keeping the grounds of the University among the most beautiful in the State.

STUDENT AFFAIRS

To provide professional leadership for all the functional areas in Student Affairs, major attention has been focused on establishing and adopting an over-all philosophy for all areas supportive of the purpose of the University. Division reorganization has made it possible to focus on support of a student prior to his or her commitment to a course, subject, or major–hopefully, to enable the student to make a commitment that best serves his or her personal needs. Academic advising to an undeclared student (not committed to a particular discipline) is, in fact, personal counseling which cannot segment the selection of a major from career choice, social or cultural choice, or the life style of the individual in general.

Added Functions to Student Affairs

• *Student Relations, Admissions, Academic Advising.* Student Affairs areas now include the additional functions of new student relations, admissions, and academic advising of undeclared students, as well as orientation, personal counseling (including career counseling), and student employment (including cooperative education). Extensive efforts are being made to increase the total effectiveness of the educational process by making the University more attractive to prospective as well as continuing students.

• *Planning Ahead.* A comprehensive planning, budgeting, and evaluation process has been developed for the entire area of Student Affairs. Each functional area has developed specific program objectives for the coming year and proposed objectives for the next five years.

New Budgeting Process

• *Professional Budget Planning.* The Activity and Service Fee has been the subject of considerable discussion within the State University System. Based on an intensive study, the Vice President for Student Affairs presented and implemented a proposal for a new budgeting process establishing a professional staff position with responsibility for budget planning and review for the entire division of Student Affairs. The primary purposes of the Division of Student Affairs are to offer certain services to all students and to offer activities and programs to certain groups of students having special interests while they are members of the University community. Thus, the budgeting process should be so structured that it provides for representative student advice to achieve these purposes.

• *Insure Student Input.* To insure significant student input at the planning level, a Student Advisory Committee on Planning, Budgeting, and Evaluation was constituted to advise this staff person.

Community College Scholarships, Vet Office Created

• *For 12-County Area.* A Community College Scholarship Program was devised and implemented for the 1972-73 academic year. A total of 12 transfer student recipients benefitted from this scholarship program, involving eight community and junior colleges and twelve nearby counties.

• *More Help for Veterans.* The Veterans-Cost-of-Instruction Grant became a reality on July 1, 1973, in the

form of a $92,632 grant. These funds enabled USF to establish a separate office of Veterans Affairs.

Student Paper Stays on Campus

• *Advisory Board Established.* Despite the state-wide tendency for campus newspapers to move off campus, USF established a permanent Advisory Board of Student Publications and continued with *The Oracle* on campus.

Expanded Services

• *Training Paraprofessionals.* The Counseling Center developed a training program for 150 paraprofessionals for Help Line, Drug and Crisis Intervention, Black Peer Management, Behavior Modification, Peer Management, Career Guidance Management, and Counseling Center Assistants. There will be a continued increased emphasis on this training.

• *Black Staff Members.* There have been expanded services to meet the steadily increasing number of black students. Two black Resident Instructors have been added to the housing program staff, and there soon will be a new black staff member in the Student Organizations Office and in new student relations.

Athletics

• *Entering NCAA University Division.* The intercollegiate athletic program continued to improve in quality, and the University elected to enter the NCAA University Division. During the past year formal recognition was given to women's intercollegiate athletics, and their initial season was successful.

The decision was made to continued elective physical education as an academic offering at USF.

7,500 Request Financial Aid

• *Average Assistance, $1,088.* Financial assistance to USF students during 1972-73 amounted to approximately $6,096,101. This was an increase of 8.35 per cent over the 1971-72 academic year. Over 5,000 students applied for student loans and scholarships, and over 2,500 applied for student employment on campus. Approximately 45 per cent of the full-time students (undergraduates carrying twelve hours or more and graduates carrying nine hours or more) received some type of financial assistance during the past year. The average annual amount granted to each student receiving financial assistance was $1,088.

Special Programs

• *FOCUS for Students/Parents.* Over 3,000 incoming students and their parents participated in FOCUS '73. This important activity, including the additional features, again was extremely well received.

• *Co-op and Placement Consolidated.* The offices of Career Planning and Placement and Cooperative Education were consolidated, providing a more meaningful and efficient Student Career and Employment Center. This consolidation now makes it possible for a student to obtain counseling and assistance in attending to his career and employment needs, part-time or full-time, on-campus or off-campus, temporary or permanent.

Centralization in Future

• *When Library Moves.* Plans are now being made for the physical centralization of student services in the space vacated by the moving of the Library. In the meantime, available space will continue to be assigned in ways designed to meet student needs.

• *Women's Center, Vet Office.* Space assignments included the creation of a Women's Center and a Veterans Affairs Office in the University Center, additional office space for Student Organizations, and the relocation of the Student Finance Committee and the Student Entertainment Activity Committee.

THE FUTURE

USF's location in a major metropolitan area has been an important factor in its rapid growth. The interests of its relatively mature students, predominantly self-supporting commuters, have strongly influenced academic programming.

In turn, USF has made a tremendous impact on the Tampa Bay Area and the West Coast of Florida. A recent survey showed USF is now creating a $100 million annual impact on the Tampa Area. More than 13,000 in the Bay Area hold USF degrees, and more than 20 per cent of the public school teachers in Hillsborough County are USF graduates.

The University's Continuing Education Program, which serves 12 counties on the Florida West Coast, has to date offered nearly 4,500 programs, drawn nearly 25,000 persons seeking academic credit, and more than 75,000 for non-credit programs. This is an impressive record of serving nearly 100,000 individuals. USF has touched the lives of more than 150,000 persons in an educational way during the brief 13 years its doors have been open.

Besides its educational and economic impact, USF has had a cultural impact on the Tampa Bay Area through the Florida Center for the Arts, the Planetarium, its growing Library, and other programs. Perhaps less known, but as important, is the service impact from such programs as Upward Bound, Intensive Tutorial, and the Cooperative Education Program which channels many of USF's best students directly into the business and industrial life of the area while still undergraduates. All these are growing and seem destined to continue growing.

USF's reorganized Speakers Service has more than 400 faculty and staff volunteers carrying the verbal message to the 12-county area and this is supplemented by a new 11-minute film, "This is USF," and two slide presentations, "USF and YOU," and "USF-PICASSO." These carry both a message of expanded service and envision telling the USF story to a greater audience in the year ahead.

The urban community's educational needs, which USF is commissioned to serve, must be anticipated and responded to imaginatively and intelligently. But as enrollment continues to outstrip budgetary support, in terms of both staffing and facilities, the necessity of maintaining quality in its educational programs poses a basic problem. For that reason the coming year will see further assessment of past achievements and future prospects. The University looks ahead.

FLORIDA ATLANTIC UNIVERSITY

Glenwood L. Creech, President

The year 1972-73 was a year of transition for Florida Atlantic University. It began July 3, 1972 – the day Dr. Kenneth R. Williams announced his decision to retire. It ended – and a new decade began – on July 2, 1973 when Dr. Glenwood L. Creech assumed administrative leadership as Florida Atlantic University's second president.

Had Dr. Williams retired at the close of the 1972 calendar year, as was his intention, he would have served ten and a half years. But, the outgoing president completed eleven years in office.

Considerable attention was focused on the Board of Regents' search for a new president. In December, when it became apparent that the Board had not yet found an acceptable candidate for the position, Dr. Williams was asked to remain in his post.

Much of the year was marked by a continuing controversy over the method of selecting the new president. A large committee was assembled to screen applicants and make recommendations to the Board's three-member Presidential Search Committee. The student press demanded that all names under consideration be made public. A law suit was brought to achieve this objective but was unsuccessful; the issue was never joined in court.

The business of the University progressed normally with a number of exceptional achievements highlighting the year. One problem arose which carries forward, to be brought to a conclusion by the new administration. That is the matter of the law suit filed by the editor and two associate editors of the University-financed student newspaper, who were removed from office by President Williams. He acted to remove them in his role as publisher of the paper, the role assigned to all State University System presidents by Board of Regents policy.

FLORIDA ATLANTIC UNIVERSITY OUTREACH

Among the paramount concerns of higher education is developing ways to increase accessibility for men and women who can profit from additional instruction, either to keep

abreast in their fields, to change their career goals, or to enrich their lives.

The Division of Continuing Education of Florida Atlantic University presented 73 short courses and workshops as well as 60 institutes which served more than 6,000 South Florida citizens. Courses ranged from Advanced Celestial Navigation to Traffic Management. Also included were Lively Ladies Seminars, which proved to be very popular with mature women just beginning to consider the possiblities in further formal study.

The Division of Continuing Education provided about 8000 student quarter hours of credit instruction in Florida Atlantic University's seven-county service area which, while still significant, is less than in previous years. Three major factors brought about a decline in the number of off-campus credit courses which were offered. First, teachers who comprise the vast majority of non-resident students are increasingly turning to alternative means for updating skills and knowledge that are provided by counties at no cost. Second, the price of non-resident instruction has risen from $12 per credit hour in 1968 to $23 per credit hour today. For many people the cost of a typical five credit course, $115, is prohibitive. Last, the opening of Florida International University made it unnecessary for Florida Atlantic to bring non-resident instruction into Dade County.

Plans are being made to emphasize offerings in fields other than education next year. Offerings are to be concentrated in one school building in each of six cities in the Florida Atlantic University service area.

FLORIDA ATLANTIC UNIVERSITY CENTERS

Finis was written to the brief five-year life of the Dade Center which served 673 full time equivalent students at its high point. The spirit which pervaded that enterprise will long be remembered. We may well consider that enthusiasm and desire are far more essential to the educational process than comfort, modern conveniences and extra-curricular programs, all expensively supplied. During its operation, the Dade Center demonstrated that a small university can successfully operate a center 50 miles from its main campus. Complete degree programs were offered in four Colleges – Business and Public Administration, Education, Humanities, and Social Science.

While the Dade Center was in its waning stage, two new Florida Atlantic University Centers were expanding. The most active is the Fort Lauderdale Center on Commercial Boulevard, where both credit instruction and non-credit programs are scheduled. Business and engineering courses have been the primary offerings and are well received. Evening and Saturday instruction is in strong demand. Plans are underway to increase the variety of courses offered by the other Colleges.

The Joint Center for Urban and Environmental Problems, a venture co-sponsored by Florida International University, is housed at the FAU Fort Lauderdale Center, also.

During the year, Florida Atlantic University assumed responsibility for the operation of the old GENESYS Center at its West Palm Beach location. In another example of inter-institutional cooperation, Florida Technological University offers graduate courses in engineering at the West Palm Beach Center.

SERVICE AND INNOVATION

Typical of the service activities of the University is the Extern Program for School Administrators, sponsored by the College of Education and offered for the first time in 1969-70. More than 500 practicing administrators have been enrolled in these annual sessions, including over 150 in 1972-73.

Among the most worthwhile innovations developed by Florida Atlantic University is the Okeechobee Project. With continued funding from the Department of Health and Rehabilitative Services, FAU carried forward its program for the training of teachers especially skilled for service in inner city schools and working with disadvantaged or delinquent youth. Forty FAU students live and study at the Okeechobee School for Boys. They earn their bachelor's degree while providing counseling, tutoring, and guidance to the youth, all

of whom have been sentenced to Okeechobee for actions ranging from truancy to rape and murder.

Florida Atlantic University has joined with Florida Technological University to offer a cooperative doctoral program in education. Henceforth, FAU will confer the Ed.D. on students who will be able to complete all their studies at the FTU Orlando campus.

Thirty-five proposals for research by faculty members were accepted by outside agencies, resulting in more than a million and a half dollars in grant awards for the year. Over $45,000 was awarded to faculty members through the Seed Grant Program and the Summer Stipend for Faculty Research Program, both funded by FAU's Division of Sponsored Research.

The Library collection has grown to 553,247 bibliographic items, including over a quarter of a million volumes. Over 500 students and faculty from Miami-Dade, Broward, and Palm Beach Community Colleges as well as from area private colleges have special borrower permits as do several hundred businessmen, businesswomen and alumni.

In Library activities, also, Florida Atlantic University supports the system-wide concept of sharing. With Florida International, cooperative efforts in acquisition and joint catalog holdings have been developed. A list of joint FIU-FAU serials holdings is distributed regularly. A shuttle service is maintained between the two main campuses.

The Library Conference on Management Problems Serials Work brought 130 specialists from across the nation to the FAU campus.

WITH THE SIX COLLEGES

The College of Business and Public Administration, in conjunction with the Division of Continuing Education, maintains its service to industry, government and the public with a variety of non-credit programs to meet the very specialized needs of the participants. During 1972-73, over 3,000 men and women were enrolled for conferences, institutes, short courses, or seminars. Included among the groups served were two state agencies (Division of Parks and Recreation and Florida Real Estate Commission), four area governmental agencies, nine state-wide professional organizations of public administrators, one national business association, and three area businesses.

The Executive Advisory Council, a group of prominent business leaders who provide financial support and advice and counsel to the College, was reorganized along the College's departmental lines. This results in closer ties between teaching areas of the College and counterpart executives on the Council.

Course offerings at the Fort Lauderdale and West Palm Beach Centers were substantially expanded. It is now possible to complete the Master of Business Administration at either Center. Additionally, all undergraduate core courses (required of all students enrolled in the College) and the complete majors in accounting and in general management are available at the Fort Lauderdale Center.

The College of Humanities expanded its program offerings with the establishment of a Department of Communication, encompassing offerings in speech, journalism, film and broadcasting. The Department of Theatre remains a separate entity and continues to attract wide critical acclaim for the professionalism of its productions, thus amply justifying the excellent and extensive stage facilities of the University Theatre.

Both the Department of Theatre and the Department of Music provide strong links to the community, attracting large numbers of townspeople to a wide range of cultural events. With the addition of several large kilns to the facilities of the Department of Art, the Florida Atlantic University ceramics program has become the most extensive in the Southeast.

The College of Education, traditionally the largest in the University, received accreditation from The National Council for Accreditation for Teacher Education this year, a significant acknowledgment of the quality of its teacher preparation. Despite the national attention focused on an over-supply of teachers, the College has been able to place all its graduates. While many of them did not have the opportunity to be as selective about locations, grade level and so on, as in previous years, they nonetheless were able to

locate satisfying positions for which they had prepared themselves. The graduates of the Okeechobee Project, with their special skills, all were in demand for work with disadvantaged youth.

The federally funded MOTEC Project (Moving on Toward Enrollment and Completion) has brought to the campus a number of highly-qualified black students who are working toward their doctor of education degrees. They are specializing in developing ways of encouraging minority youth to enroll in junior college and in working with the junior colleges to provide those special services of a compensatory nature essential for the success of the minority student.

A federal grant of $90,000 this year will enable FAU to establish a master of public administration program for members of minority groups, beginning with the fall quarter, 1973. The appointment of a Special Assistant to the President for Minority and Womens's Affairs marks still another positive action on the part of the University to combat aggressively those factors which perpetuate inequality.

The Department of Geology was officially recognized as a component of the College of Science during the year. Each of the College's departments continues to achieve steady growth and the faculty have a high rate of research output. The 1973 National Science Foundation Summer Institute in Environmental Sciences for Secondary School Science Teachers will again be offered. The NSF has also renewed the Department of Mathematics' grant for a summer Science Training Program in Mathematics for high ability high school students.

The College of Engineering, now operating Departments of Mechanical and Electrical Engineering in addition to Ocean Engineering, moved into graduate work this year. The College continues to receive encouragement and financial support from the business and industrial community. Engineering courses are taught at the West Palm Beach Center and planning is underway to increase the offerings at the Fort Lauderdale Center, in response to area needs. Cooperation between FAU and Florida Technological University's Department of Engineering is close and continuing. FTU's graduate courses are offered at the West Palm Beach Center, as has been mentioned.

In the College of Social Science, planning moved forward for a new program in Health Services. It will provide the essential management training for registered nurses who want to qualify for administrative positions in hospitals, nursing homes and the like.

STUDENT AFFAIRS

Several significant developments in the area of Student Affairs have occurred during the 1972-73 school year. The opening of the University Center highlighted the beginning of the 1972 fall quarter. With its lounge, meeting rooms, games room, rathskeller and multi-purpose room plus the enlarged bookstore, snack-bar and private dining room, much has been added to the flavor of campus life. Movies, speakers, concerts, dances, tournaments and a variety of other programs have been scheduled. Successful Coffee House ventures have been sponsored along with a number of weekly religious meetings. It is truly difficult to imagine how Florida Atlantic University managed to proceed without such a facility in the past.

An indirect result of the completion of the University Center was the release of the space occupied by the former Student Lounge above the Cafeteria. A consolidation of various student services was made possible by the construction of office suites to encompass the Dean of Student Affairs, Student Financial Aid, Psychological Counseling, Career Planning and Placement, including six interview rooms, the United Campus Ministries and a conference room.

The accessibility and functional advantages of this new location have been apparent to the personnel of each unit. Services to students have shown a marked improvement in this location adjacent to the mainstream of campus traffic. No longer do placement interviews have to take place on the fifth floor of the Library and requisite signatures are easily obtainable by just "stepping next door." Instead of five different campus locations, the consolidation provides easy

availability to these important student services.

WORTHY OF NOTE

Florida Atlantic University's faculty and staff neared the 1000 mark during the year. An area wage differential for selected career services classes was finally implemented by legislative action. Additionally, the State has begun to make contributions to the health insurance program, with legislative authorization and implementation. Both actions have been forcefully pursued by FAU for several years and the action resulting is a source of great satisfaction.

An endowment of $50,000 was created in December, 1972, by ten prominent families, in honor of the University's founding president. The principal may be spent in the year 1993 for a project then considered essential and which will bear the Kenneth R. Williams name. Meanwhile, proceeds from investment of the fund will be used for awards to two graduating seniors annually – one for scholastic excellence, the other for demonstrated leadership. The first recipients were selected from the graduating classes of 1973 and each received the stipulated $1,000.

CONCLUSION

A year of transition does not lend itself easily to evaluation. With the change in administrative head, the First Decade plus one ends and a new one begins. That is as it should be. No one could be more hopeful that the Second Decade will surpass the first than those who participated from the very beginning. While Florida Atlantic University came into existence during a period of rapid and accelerating change, and while it has striven to educate its students to function effectively in a world of change, it is nonetheless clear that the University must also be a preserver of the knowledge and experience of the past.

It is hoped that Florida Atlantic University students will carry with them into the larger world an appreciation of and a commitment to the ethical values that make for a free society that is worthy of preservation.

UNIVERSITY OF WEST FLORIDA

Harold Bryan Crosby, President

In the introduction of The University-Wide Self-Study Committee's summary report is this statement: "The committee responsible for this summary will begin its report by expressing the belief that The University of West Florida is an uncommon institution." With this in mind, we will seek to cover the unique activities and accomplishments, as we see them, for the fiscal year 1972-73.

In our goal to ensure that The University of West Florida provides the needed educational service for the entire area from the Appalachicola River on the east to the Perdido River on the west, we endeavored to gear our activities and programs so as to help us meet this aim. While our on-campus enrollment increased more than 10 per cent, our Continuing Education program grew by more than 100 per cent, making it the largest such program in Florida. In the last fiscal year, 21,194 student credit hours were generated in our Continuing Education programs at the two UWF off-campus centers–the SUS Center in Panama City and the Eglin-Fort Walton Beach Center.

Construction of the new $2 million science laboratory building in the Gamma College complex was completed and is now providing expanded science study facilities as well as much needed additional classroom space.

ACADEMIC AFFAIRS

Program development activities brought several changes to academic offerings at the University during 1972-73. A new master's program in physics was approved and students will begin matriculating in the program in the 1973 Fall Quarter. Several planning authorizations for master's degrees were approved. The course in Career and Life Planning, initiated last year, has proven highly successful, and it is anticipated that it will be even better this year. A track in organization-industrial psychology was approved and begun this year.

The University of West Florida was one of eight colleges in

the South selected by the Ford Foundation to receive a Venture Fund Grant. These grants were awarded to universities for the support of programs involving new ideas and experiments for the enrichment of liberal education. At the time of announcing our $250,000 grant award, the Ford Foundation stated that inasmuch as the grants are called "Venture Funds," it is hoped that the funds will be used adventurously. These funds have enabled the University to undertake a series of projects which have added a new dimension to our educational program. We look forward to continued adventurous use of this grant during the coming year.

During the 1972-73 fiscal year, the University participated in the planning of a proposed Navy Campus for Achievement program. The purpose of this program is to relieve the Navy man or woman of the educational penalty which the transient nature of military service often exacts. It is designed to be a cooperative educational program between the United States Navy and selected educational institutions.

The Naval Reserve Officers Training Corps unit at The University of West Florida is the first such unit at a two-year, upper-level institution. It was designed as a pilot program to determine if similar units should be initiated at other upper-level universities. Our initial enrollment in this program in the Fall Quarter, 1972 totaled 31, and the response to and support for it has been significant.

The SACS Self-Study Committee visited the campus during May, 1973, and in their official report indicate that the University is reaching its goals and objectives in an orderly and comprehensive manner. Few recommendations were made. The results of this in depth study of our overall activities were gratifying.

Increased efforts to recruit more civilian students into the Aeronautical Systems program resulted in enrollment of 15 non-contract students during the year. In the past the program has been fully underwritten by the U.S. Navy and participation limited to Navy pilots. Beginning with the 1973 Fall Quarter, the program shifts to state funding. The Corpus Christi, Texas Center where the Aeronautical Systems students have done their final work is being closed and instruction is being consolidated on the main campus to increase the program's instructional efficiency.

Good teaching continues to be stressed. Three Distinguished Teaching Awards were presented by the Student Council to Professors Robert Anderson, Phila Crane and Frederick Moore. This is indicative of the students' enthusiasm for an appreciation of good teaching.

Research productivity, as defined by publication, yielded 39 articles and 14 books during 1972-73. Grants acquired amounted to $575,000, a figure more than double that for last year.

The impact of the University on the surrounding area was increasingly evident during the past year. Faculty and academic administrators participated in many meetings, seminars and workshops; gave speeches; appeared on radio and television; and served on civic, state, regional and national committees.

Three particularly noteworthy programs offered by the University included a Career Education Conference involving some 450 persons from throughout the state; Operation Involvement which places university students and faculty into the Dozier School in Marinanna, Florida, where the students train and take regular university courses while working with delinquent boys; and the Resources Center for Small Business Management, located at the Eglin-Fort Walton Beach Center, which offered consulting services to more than 800 area small businessmen in its initial year.

School Services had a particularly active and productive year developing contracts and services which produced almost $323,000 from sources external to the University.

The Educational Research and Development Center, authorized in the 1972 Legislature, was responsible for the acquisition of grants of almost $202,000. The Center's research program is demonstrating significant growth and it is anticipated that it will continue to be an active and productive agency.

Academic Services developed pre-enrollment procedures for the summer session and fall quarter to provide more efficient registration processes. A transcript format used by UWF was adopted as the model for the SUS.

Salient actions of the Academic Council included the development of a time-shortened degree model for a Board of Regents' Task Force; the development, with assistance of the Faculty Council, of a model for annual evaluation of faculty; the establishment of a timetable for curricular changes; the establishment of priorities for new academic programs; and consideration of proposed programs in nursing and home economics.

The impact of the University's academic programs in the cultural areas was significantly evident during the 1972-73 period. Not only were more graduates in these areas finding their way into the local cultural communities, but the on-campus programs in art, music and theatre were producing apparent effects. Of particular significance was the second West Florida Music Festival featuring the New Orleans Philharmonic Symphony Orchestra.

ADMINISTRATIVE AFFAIRS

The past year has been a period of steady progress in pursuit of improved service and support to the University. After several unsuccessful efforts, bids for additional University housing were received and accepted, bonds were sold, and additional student housing will be available by Fall, 1974. Substantial progress is being made on the natatorium (swimming pool) project. An architect was appointed, the Advance Project Analysis completed, and we are now awaiting approval to proceed with working drawings. A contract was awarded for the extension of the main drive and service roads.

The University successfully negotiated an overhead rate with the Department of Health, Education and Welfare which will more than double the rate of recovery of these costs incurred in connection with Federal research and training projects. A records inventory and retention program was developed and approved. As a result, the need for a microfilming capability was quantified and various alternatives for meeting this need were explored. A recommendation for the establishment of an on-campus facility has been developed and hopefully this facility will be established in 1973-74.

Several support offices in Administrative Affairs conducted training seminars for the users of their services. Arrangements were made to have a basic education program to enable staff employees to receive a high school diploma. This program got off to an excellent start and a high level of interest has been maintained. The goal is to open up additional career ladders for these employees.

Business services heretofore offered only on campus were extended to the Eglin and Panama City Centers. The task of providing additional services to Center students, staff and faculty will be a continuing challenge for Administrative Affairs in 1973-74.

UNIVERSITY RELATIONS

This division continued its efforts in the advancement program for the University by emphasizing activities designed to develop and maintain an understanding of, a favorable disposition toward, and support for the University.

The University of West Florida Foundation continues to grow and contribute significantly to the University. The Foundation provided substantial amounts of student aid in the form of scholarships and short and long-term loan funds. It continued to provide an excess of $20,000 to fund the Office of Development. The year 1972-73 was a peak one for the Foundation in terms of financial support, with the first major six-figure gift being made to the University through the Foundation. The annual fund drive continues to play an important role in rallying community support for all phases of University activity.

During the 1972-73 fiscal year, 147 publications were handled through the Office of University Publications. Publications ranged from 4" by 5" information cards to the 283-page University Catalog, and included folders describing each undergraduate discipline offered by the University, a general information folder on the University, and four issues of the University's external newspaper, *The Nautilog*. In addition, the office assisted in the production of some 100

publications for other offices within the University: the student handbook, commencement program, and numerous special interest folders and posters.

The Office of Information Services taped a 15-minute weekly radio program, "Mainstream UWF," which is currently being distributed to eight radio stations throughout the state and to Mobile, Alabama. With the cooperation of the chairman and members of the Faculty of Communication Arts, it utilized directed study students in promoting a Hometown News Service for UWF students in preparation of the "Mainstream" program and in initiation of a Speakers Bureau Program. With financial assistance from the Faculty of Health, Sports and Leisure, OIS increased publicity for the intercollegiate sports program. For those departments with budgets for advertising, greatly increased service and consultation was made available from the Office of Information Services in campaign counseling and advertisement planning and placement with media. During the year, 492 news releases prepared by the Office of Information Services were used by the local media.

During 1972-73, The University of West Florida Alumni Association placed its greatest emphasis on service to alumni. A job placement program, initiated in cooperation with the University's Placement Office, was instituted to assist alumni in locating jobs. A summer workshop, held in August, brought alumni leaders back to campus for a series of discussions with faculty and administrators. The Director of Alumni Affairs set as a goal the provision of multiple opportunities for liaison between the University, its Alumni and the West Florida community and toward that end, chaired a subcommittee of the Pensacola Area Chamber of Commerce Manpower Resources Committee. Alumni assisted in student information programs by representing the University at fall college fairs and college night programs throughout the state. On-campus alumni activities included Christmas tree-lighting ceremonies for students and faculty, a French Picnic in conjunction with the student-sponsored Springcoming, and "Alums for Argos" support of intercollegiate athletics. Alumni increased from 4,775 to 6,000. An alumni chapter was established in Atlanta, Georgia making a total of four chapters presently in operation. Contributions to the 1972-73 annual fund increased by more than ten per cent over the preceding year.

STUDENT AFFAIRS

The Division of Student Affairs received favorable comments and positive support for existing services and activities in the University self-study report. However, the self-study itself generated the following new services designed to support the educational process:

Increased emphasis on career education led to a new orientation/pre-registration program for all entering students. New students admitted for the Fall Quarter, 1973 were invited to confer with their faculty counselors, select courses and familiarize themselves with University services during a three-day period in August. Career information and vocational guidance tools were available to assist the student in making an enlightened choice of major.

The Office of Cooperative Education acquired, through a grant, a Faculty Coordinator for Cooperative Education, who will be responsible for articulating this program to the academic departments. His work has resulted in two quarter hours of academic credit being awarded for each quarter of co-op experience and an increased awareness of the importance of practical training as part of the educational experience.

Several new programs were instituted to assist in the total support of the student, namely:

1. The Health Center offers medical care to the dependents of students, thereby providing health and illness prevention education as well as treatment of sickness.
2. In September, 1973, the Child Care Center opens. The Center provides care for the children of the students, thereby facilitating their class attendance, and serves as an internship experience for students majoring in related fields.
3. A Director of Intramural Sports and Recreation was hired to create a comprehensive recreation program for

the campus community. The recreation and leisure class programs offer expanded opportunities for use of leisure time. The University Recreation Committee has developed a master plan for outdoor facilities, including already completed picnic areas and jogging trails.

4. A Coordinator for Minority Affairs has been employed to deal with the concerns and needs of minority students and their representative groups and to articulate their needs to the University community.

During the coming year, Student Affairs will engage in an ongoing evaluation to determine other means of assisting the student's educational progress.

AN UNCOMMON FUTURE

The University of West Florida has, from its inception, set for itself an enrollment goal not to exceed approximately 13,000 students. Over its initial six years, it has developed through experience a formula for increasing its enrollment to a minimum of 6,000 students as rapidly as fiscally feasible. An enrollment of 6 - 13,000 will allow the University to operate at peak efficiency from the standpoints of economic responsibility and educational quality.

From the beginning, planning for physical and enrollment growth has been made with the 13,000-limitation firmly in mind. Evolving programs and physical planning are oriented to the 6,000-minimum enrollment. Plans are to reach that plateau by 1976. At that point, enrollment will become a matter of secondary concern.

We believe such an "uncommon" attitude toward institutional size will pay big qualitative dividends in the years ahead.

FLORIDA TECHNOLOGICAL UNIVERSITY

Charles N. Millican, President

With five years of experience to call upon and a boundless degree of optimism at all levels, Florida Technological University continues to adopt new policies designed to effectively discharge our responsibilities in education, research, and service with effectiveness and enthusiasm.

In the past year, the University has won approval for a number of new and innovative, for the most part undergraduate programs and continues to point for more in that category. FTU's unique position in a six-county region that shows phenominal growth and development indicates a strong commitment to the non-traditional as well as traditional roles in higher education.

Graduate degree programs at FTU have kept pace with those in the baccalaureate level, significantly marked by approval of the University's first doctoral offering in cooperation with Florida Atlantic University.

Construction on the campus over the past year included completion of a much-needed addition to the Village Center, an expansion of utilities, additional parking areas, and the start of a Humanities and Fine Arts complex. As in the past, the emphasis is upon classroom, laboratory, and faculty office space.

ACADEMIC AFFAIRS

As a relatively new state university in a fast-growing geographical area, FTU has continued to expand academically as well as in sponsored research and community service programs. Three new programs at the masters level were approved by the Board of Regents (Computer Science, Biological Sciences, and Public Policy) and two (Chemistry and History) were approved for planning. In addition, another two (English and Economics) are pending action. Programs were initiated in Administration and Supervision and Guidance in the College of Education, and planning was completed for a cooperative doctoral program with Florida Atlantic University.

At the baccalaureate level approval was obtained for planning programs in Technical and Vocational Education; a Bachelor of Social Science degree was instituted, as were a major in Philosophy and a combined curriculum between the College of Business Administration and Humanities and Fine Arts. A Bachelor of Allied Legal Services is awaiting authorization.

An experimental time-shortened degree program to begin during the 1973 summer and fall quarters was initiated. Approximately 100 new entering students with outstanding high school records and good test scores have been interviewed for the program and will be given credit for selected general education requirements completed successfully in high school. Many of these students will complete their undergraduate degrees in three years. An extensive evaluation of the program is planned.

FTU continued to operate the former GENESYS Centers and significant increases in enrollment were recorded in each of the centers. The number of courses was expanded and new degree programs were initiated.

The new Air Force ROTC program has been very successful. Enrollment exceeded expectations and it appears

that participation will increase during the forthcoming year.

Faculty involvement in support of research and training programs has continued at a high rate. One hundred eleven grant proposals were submitted for $3,686,699 of which sixty-two were funded for $1,053,950.

The University remained committed to service to the community. Twenty-six non-credit educational conferences attended by 2,242 participants were held. In addition, countless individual faculty members gave of their time to make speeches and otherwise assist the community in obtaining desired objectives. An outstanding example was the draining of a major lake in Orlando and reestablishing it on a sound ecological base.

During the year the undergraduate curricula in Electrical, Environmental, Industrial, and Mechanical Engineering were accredited by the Engineers' Council for Professional Development and the Medical Record Administration program received accreditation by the Council on Medical Education of the American Medical Association. Work is also under way to obtain accreditation by the American Association of Collegiate Schools of Business.

A major self-study project is in process in anticipation of the spring, 1974 visit of a team from the Southern Association of Colleges and Schools to reaffirm the University's accreditation by that organization.

A microfiche catalog for the University Library was completed in conjunction with the Computer Center. Copies were distributed to the various deans' offices and to industries and other educational institutions in the area. With the only computer-based library catalog in the University System and a substantial increase in holdings, the Library is developing into a major resource center in Central Florida.

Student enrollment increased during the academic year on both a headcount as well as full-time equivalent basis.

FTE 3 QUARTER AVERAGE

Year	Number	% Increase
1971-72	5308	
1972-73	5652	6.5%

HEADCOUNT 3 QUARTER AVERAGE

1971-72	5974	
1972-73	6610	10.6%

As had been true in the past, the University continues to suffer from a lack of adequate funds. This has resulted in an inability to expand many worthwhile academic activities and to upgrade others. Also as a consequence of the financial situation and construction delays, overcrowded classrooms remain a fact of life. However, a dedicated faculty continues to produce quality educational opportunities for Central Florida.

BUSINESS AFFAIRS

The fiscal year which ended June 30, 1973, represented primarily a continuation of existing programs with major emphasis being placed upon improved productivity and efficiency of operations. However, activities within three areas merit special comment.

1. **Reorganization**:
   A Director of Administrative Services was appointed reporting directly to the Vice President for Business Affairs. The Director was made responsible for the Division of Purchasing, the Bookstore, and a created Division of Printing and Reproduction Services. The latter unit represented the combination of diffused activities and personnel into a single administrative unit capable of handling University printing requirements from initial concept to final copy.
2. **Facilities Planning**:
   Construction was finally begun on the Humanities and Fine Arts project. Bids were received for the Biological Sciences project. Architects were appointed and initial planning begun upon a Utilities Expansion project, an Education-Teaching Gymnasium project, and a Physical Plant project. The above projects represent an evaluation of $13,586,538.

3. **Regional Computer Center**:
The conversion of the FTU Computer Center into the Central Florida Regional Computer Center located at Tampa, Florida, was completed. Thanks to the efforts of dedicated people in both Centers, the conversion was accomplished with virtually no interruption of service.

Not all operations were so successful. Attention must be directed to the excessive deficit existing in Food Service operations which resulted from rapidly accelerating food and labor costs without corresponding increases in price levels.

STUDENT AFFAIRS

The activities, accomplishments, and focus on divisional goals for the year 1972-73 are most distinguishable by participation in the University Self-Study, the emergence of the Placement operations, a two-day staff workshop, budget reductions, the establishment of Assistants for Student Development and the opening of new Village Center facilities. Overall, communication and coordination for better service to students were improved. There was also a concerted outreach effort to identify points where mutual interest and concern with academic areas could be combined in student service.

Basic services rendered for student learning and development were carried through planning, development, and counseling at many levels. The many-faceted counseling services delivered to students in 1972-73 came from four primary classifications of personal, vocational, academic and financial.

The Developmental Center reported testing service for 3,167 students and individual work with an additional 1,800 students of which 650 voluntarily sought personal counseling.

During the year the Placement Office added 50 new firms to the on-campus interview process and established a resume referral system for employers not interviewing on campus. Faculty contact and involvement helped to improve coordination with academic departments.

The Office of Financial Aid provided assistance and service to a record number of 2,696 different students through loans, grants, scholarships and employment. It also implemented five new assistance programs.

An extensive and comprehensive feasibility study resulted in the recommended sale of beer on campus. Research and planning for an experimental orientation credit course on student development progressed during the year with support of Academic Affairs. It promises to provide improved programs of orientation for both students and parents. Combined office efforts should expand career counseling in the next year.

The two Assistants for Student Development working with the Deans and Housing made possible the planning and implementation of new programs in 1972-73 while establishing an important contact for communication between Student Affairs and the students in general.

Other significant developments during the year have resulted in the recommendation and approval of a fraternity park, completion of the groundwork for the establishment of an Office of Veterans' Affairs, improved working relationship with international students, the establishment of a council for Campus Ministry and the acceptance of a policy governing outside speakers.

Phase I construction for Lake Claire Recreation Area was completed with Student Government emphasis. The opening of the Village Center Phase II in time for Orientation contributed significantly to their programs.

With budget reductions, programs suffered, but resourceful management and spending provided reasonable operations.

CONCLUSION

FTU looks to the future with a great deal of confidence, recognizing its responsibilities to the communities on and off the campus. The years ahead create a strong and vital challenge, knowing that the role of higher education is being looked upon with a greater degree of perspicacity than ever before. It is with this knowledge that FTU measures its own place in the cycle of change.

FLORIDA INTERNATIONAL UNIVERSITY

Charles E. Perry, President

A DRAMATIC FIRST YEAR

At a time when enrollments were leveling off or declining in most institutions of higher education in the nation, Florida International began classes in September, 1972, with 5,667 students, the largest opening enrollment of any college or university in the history of American higher education.

More than 1,800 persons attended the official Opening Day ceremonies on September 14, 1972. The University Goals Plaque was unveiled and the University Torch of Knowledge, Service and Understanding was dedicated and lighted.

The University's first year of life with students was marked by great activity and many accomplishments.

This was noted by the Southern Association of Colleges and Schools, which reviewed the University's progress in an accreditation visit to the Tamiami Campus in May, 1973.

ACADEMIC PROGRAMS

Once classes began at the Tamiami Campus for the first time at 8:00 a.m. on the morning of Tuesday, September 19, 1972, matters turned the rest of the year to planning and broadening academic programs, and instituting and implementing academic policies that would most effectively serve faculty and students in a new learning process.

In the University's academic structure are a College of Arts and Sciences and four Schools: School of Business and Organizational Sciences, School of Education, School of Health and Social Services, and School of Hotel, Food and Travel Services.

A fifth professional School, the School of Technology, which had been delayed a year, began planning for opening in the fall of 1973. The School of Technology will provide programs emphasizing the interaction of technology with

man's total physical and social environment. The initial programs will be centered in four major areas: Environmental and Urban Systems, Construction Technology, Engineering Technology, and Industrial Technology.

Each of the academic areas provided quality instruction in a wide range of specialized studies designed to fulfill the career needs of students in urban South Florida. Faculty members also taught in a variety of off-campus credit courses, and participated in many significant academic projects involving the student and the community.

As a result of a student project in a class on Community Psychology, Florida International was awarded a $380,358 Federal grant which was designed to study ways to reduce racial alienation and resulting incidents in the Dade County public school system. The class professor and students spent long hours outside the classroom in planning the project.

The Department of Psychology, in coordination with the Center for International Affairs, began collaboration with the University of Haiti on a joint research project designed to construct and employ a systematic method for assessing the educational potential of Haitians.

The Department of Fine Arts launched an active cultural arts program involving music, art and drama events. It also took the unique step of inviting persons from the community to audition along with students for the University's drama productions, four of which were staged during the 1972-73 school year.

In a special mathematics program conducted by the Department of Mathematical Sciences, more than 25 tenth-grade students from Dade County's public school system were taught calculus and computer sciences.

Faculty and students in the Criminal Justice Program in the School of Health and Social Services worked closely in a variety of ways with Transition, Inc., a volunteer organization which assists ex-offenders from Dade County in making a successful transition to a productive life in the community.

In the first program of its type in Florida, 14 Florida International students were assigned to work with practicing dietitians in various Dade County hospitals and other institutions. This pioneering program will provide students with new ways to improve the system of dietetics and nutrition.

To end a very active school year, Florida International held its first Commencement, at which 173 students were graduated. This first Commencement was actually one year ahead of schedule and was originally planned to be held in June, 1974. It was moved up after the University studied the enrollment trends and anticipated there would be many students eligible to graduate in 1973 if the necessary programs were provided. This was done, and these graduates in June, 1973, comprised the largest first year graduating class in the history of the State University System of Florida. A summer graduation on August 16 added 217 graduates.

THE STUDENTS

Recognizing Florida International's primary mission of educating students, the Division of Student Services seized on the unique opportunity to create and implement activities, programs and a form of student governance not only new to higher education but also adaptable to urban South Florida.

Florida International's first student body was older and more urbanized than the traditional student body. More than 80 per cent of the students came from South Florida, which is the state's largest metropolitan area. And since there are no dormitories, all students commute to campus.

The representative undergraduate was a junior college graduate, single, aged 25, employed and attending classes full-time. Forty per cent of the students were married. Applications were received from students in 57 foreign countries.

One of the first major steps the Division took was to form a Student Advisory Board, which had the responsibility to design and implement, with administration assistance, the type of programs and forms of governance which should be established. With the students and administration working together, a student government was achieved in the first year.

The Student Government Association, voted in by the student body in May, 1973, was headed by a Chairman, and students representing the University's College and five

professional Schools, rather than the student body as a whole. The students themselves sought this kind of identification.

Just two months after classes opened, in November, 1972, students organized and published a student newspaper, which continued on a monthly basis as an independent enterprise. In addition, more than 80 other student activities and/or organizations were established. The contributions were many. As an example, several student organizations, assisted by the FIU Women's Organization, collected 15 cartons of items for the people of earthquake-stricken Nicaragua.

Aside from helping students to establish institutions of their own, the Division of Student Services was organized to provide basic and needed services to students, and worked closely with faculty and other administrative units in this aim. The Division oversaw all aspects of student life including: Financial Aid, Personal Counseling, Career Planning and Placement, Veterans Affairs Counseling, Foreign Students Counseling, College and School Relations, Housing Referral Services, Grievance and Due Process Information, Community College Articulation, Catalog Distribution, University Employment, Student Health Services and Exit Counseling.

During the 1972-73 school year, more than 1,700 students received financial aid under an extensive program which included scholarships, grants, loans and employment.

In a major innovation coordinated by the Office of College and School Relations, the Division established a procedure called the Personalized Admission System, which enabled students to learn immediately if their application would be accepted. The new arrangement was instituted at campuses of Miami-Dade Community College and Broward Community College.

THE COMMUNITY

Florida International University's far-ranging community service programs were marked by very human accomplishments during 1972-73.

One example of this was in the University's Migrant Manpower Delivery System Program, where 20 former migrant field workers–18 women and two men–were graduated as nurses' aides after completing a six-month course, and went to work in various hospitals and nursing homes in Dade County. The MMDS program, which was in its first year of operation at Florida International, trains Dade County migrant farm workers for permanent employment.

Under the Social Educators program, which is also directed toward migrants and is in its second year of operation, more than 34 Parental Advisory Groups were established over the past year to involve migrant parents in the educational process. In the larger Florida counties – the program serves 23 counties – as many as 14 parents participate in each group.

The University established an Institute for Women, with a woman as its director. The Institute's goal is to respond to the interests of various groups whose activities involve women's concerns.

An Educational Media Center was established within the Division in order to provide audio-visual materials and other learning resources to the University. Plans are proceeding to make this a joint operation with Florida Atlantic University in order to better serve the regional needs.

The Division carried out a broadened program of non-credit activities. In cooperation with faculty and various community organizations, the Division sponsored more than 50 workshops, conferences, training programs and other types of non-credit and credit programs which provided educational assistance to hundreds of people in South Florida. Some of the topics in major conferences sponsored by Florida International included Collective Bargaining in the Public Service, Problems of Ex-Offenders, Latin American Literature, Effects of Wage-Price Controls, and Latin American Problems. Training workshops were sponsored on numerous topics, including printmaking for senior Cuban citizens, effects of the new Federal Health and Safety Act, and specialized training programs for municipal bus drivers and hotel and food management employees.

SPECIAL PROGRAMS

The External Degree Program, an exciting educational innovation, is administered for the State University System of Florida by Florida International. In its first year at the University, the External Degree Program reached a milestone: Seven of the Program's students were members of Florida International's first graduating class.

During 1972-73, 62 students were enrolled in the External Degree, while 254 applications were made to the program.

The University also joined with the Union for Experimenting Colleges and Universities, a group of 17 institutions of higher education, to plan and develop a University Without Walls program to meet the needs of low-income and disadvantaged students. Florida International received a planning grant of $20,000 to carry out the development of the program, which is being done in collaboration with Miami-Dade Community College.

INTERNATIONAL PROGRAMS

Augmenting Florida International University's internationally-oriented course offerings, a wide variety of international programs were coordinated during 1972-73 by the University's Center for International Affairs. These included:

–Conducting of an intensive Spanish language course in which about 100 faculty and staff members participated.

–Establishing of a cooperative relationship between Florida International and Accion Cultural Popular (ACPO) in Bogota, Colombia. This relationship has now been expanded, linking the State University System of Florida and ACPO.

–Conducting research in cooperation with the Universidad Santa Maria de la Antigua on first borns in Panama.

–Exploring cooperative research arrangements at the University of San Carlos and the University of Landivar in Guatemala, and at the University of the West Indies in Jamaica.

–Observing environmental studies programs in the Virgin Islands.

–Holding an orientation seminar for American teachers who will serve in American schools in Latin America.

–Hosting at Florida International a two-week visit by 13 students from Argentina as part of the Operation Amigo program.

ENVIRONMENTAL AND URBAN AFFAIRS

Funded in April, 1972, the Joint Center for Environmental and Urban Problems made a strong start toward implementing its goals and programs during 1972-73. A joint operation of Florida International and Florida Atlantic Universities, the Center's major thrusts involved the support of applied research projects, cooperation with state agencies on urban and environmental problems, and lending assistance to public and private agencies.

The Center funded 11 applied research projects which involved the following subjects: Noise Pollution; Short Terms Forecasts of Criminal Activity in Florida; Pollution in Marine Waters Adjacent to Sewage Outfalls; Rent Differentials Among Racial and Ethnic Groups in Dade County; Automobile Exhaust Pollutants, Sickle Cell Anemia and Genetic Counseling; Physician Location in Southeast Florida; Juror Selection; Mandatory Deposits and Standardization of Beverage Containers; The Intracoastal Waterway; and Aerial Studies of Spin-Off Eddies Along the South Florida Coast.

The Center's staff was involved in a wide range of state government cooperative activities. They included:

–Staff support to the Governor's Local Government Study Commission.

–Staff support in planning the Governor's Conference on Energy.

–Active participation in the Conference on Environmental Education in Florida, and the League of Women Voters Conference on Environmental Legislation in Florida.

In terms of service outreach to the region, the Joint Center gave staff support to the Migrant and Seasonal Farm Workers Research and Demonstration Project, and staff members served on the Environmental Quality Action Committee of the Greater Miami Chamber of Commerce.

Three "in-house" research efforts were conducted by the Center and involved a Data Profile of Florida's 15 major metropolitan counties, the Ages and Renewal Rates of Ground Water in the Biscayne Aquifer, and Sub-State Regionalism in Florida.

TAMIAMI CAMPUS

During 1972-73, the Tamiami Campus began taking the shape of the campus envisioned by the University's planners – a related pattern of buildings, courts and parking areas marked by buffer zones.

To go with Primera Casa, the first major building to be opened at the Tamiami Campus, a second structure, La Deuxieme Maison was opened. The $4,500,000 building provides lecture halls, classrooms, theater and faculty offices.

The $4,107,000 University Center, now under construction and expected to be ready in March, 1974, will become the focus of student activities. Besides student recreational facilities and office areas, there will be a bookstore, cafeteria, international conference theater and classroom-type auditorium seating 200 persons.

Construction is to begin in the 1973 school year on the University's fourth major structure, a two story $4,200,000 multi-function building. Expected to be ready to serve during the 1974-75 academic year, this building will provide technology and science laboratories, music and art studios, an experimental theater and new quarters for the Educational Media Center.

Planning is also started on a fifth major building, which is expected to be the new home for the Library at a cost of $4,925,000.

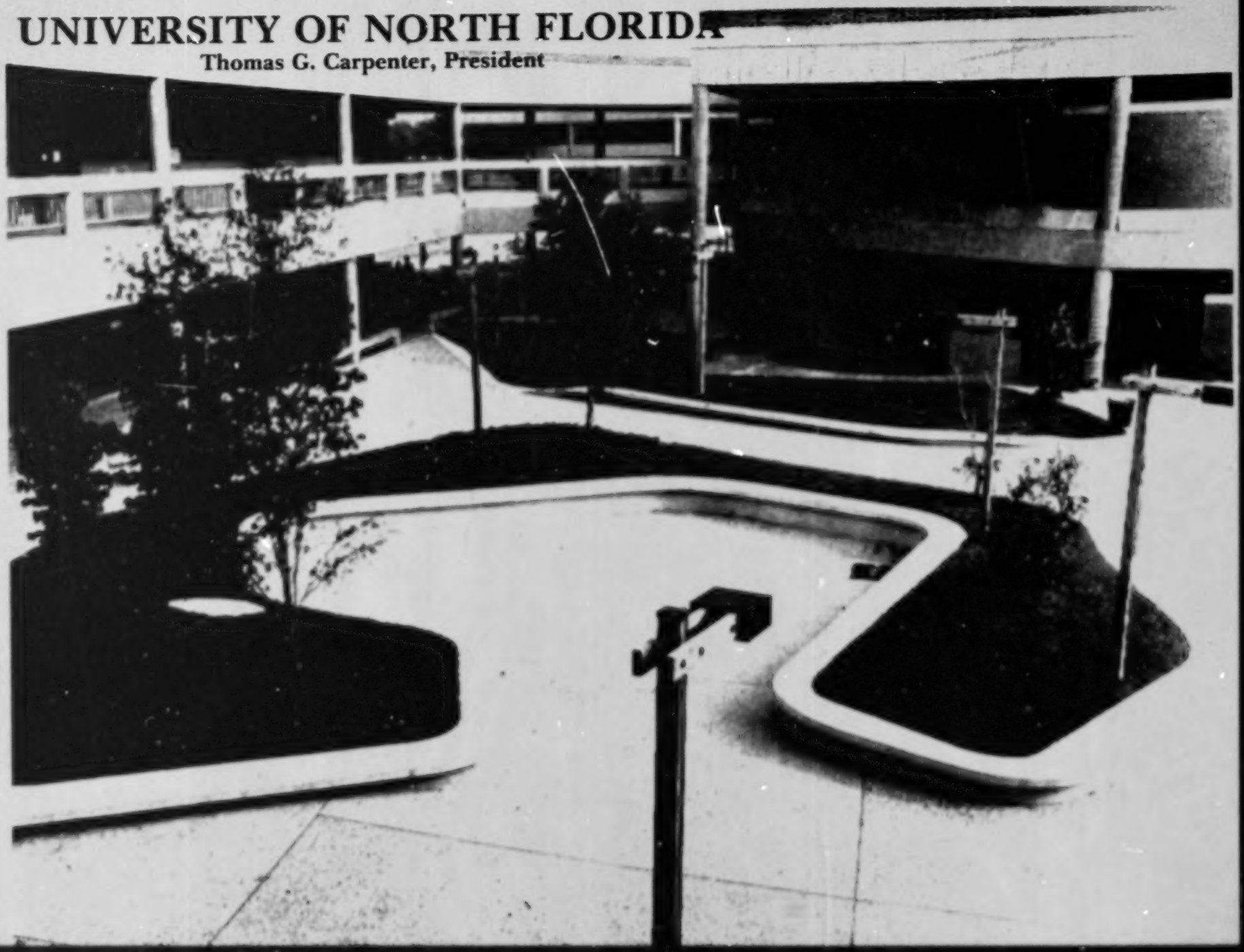
INTERAMA CAMPUS

The first positive step to be taken in the Development of the Interama Campus occurred in April, 1973, when the deed to 40 acres of land at the Interama site was presented to the Board of Regents by the Inter-American Authority. On this site is planned the Interama Campus of Florida International.

The opening of the Interama Campus is projected for 1976. Located to the west side of the central lagoon, the campus would initially accommodate approximately 2,000 students. Following budget approval, the University in the next year will develop a Master Plan for the Interama Campus.

UNIVERSITY OF NORTH FLORIDA

Thomas G. Carpenter, President



OVERVIEW

Fiscal year 1972-73 heralded the formal opening of the University of North Florida, the beginning of classes, and the arrival of students on October 2, 1972.

The fiscal year began with University operations still coordinated out of temporary rented facilities. During the summer, while faculty arrived, final touches were applied to academic and administrative programs designed for implementation with student arrivals. Preparations were made to transfer operations to the permanent campus, which occurred in September, 1972.

The first academic year concluded with the commencement of 34 June graduates at both the bachelor's and master's level representing each of the University's three colleges – Arts and Sciences, Business Administration, and Education.

Physical Plant Development

Phase I construction was completed during the summer and now consists of four major buildings – an office building, a classroom building, a laboratory/studio building, and a library/bookstore complex – plus a physical facilities building and a central utilities facility.

While Phase I was being completed, Phase II was begun and was well underway by the end of the fiscal year. Phase II will consist of additional classrooms, offices, student service areas, and expansion for the library. Total cost of Phase I was about $6.8 million. Phase II is estimated to cost $5.1 million and is anticipated to be completed and occupied during the winter of fiscal year 1973-74.

Office of Analytical Studies

A major reorganization of the Division of University Planning and Evaluation occurred during the fiscal year. The office of dean was replaced by the director of analytical studies, who assumed all functions of the former office, except for campus planning.

Highlight of the year was the establishment of the UNF Information Systems Computing Center. That facility, with like facilities at the University of Florida, created and made operational the second SUS regional data center, the North East Regional Data Center (NERDC), located on the UF campus.

The terminal-oriented UNF computing center now has 16 major systems operational, as well as complete academic program support. The center is working on four additional systems, plus several NCHEMS systems.

ACADEMIC AFFAIRS

A highlight of the year occurred in May when UNF was visited by a SACS visitation team which evaluated the institution's progress toward accreditation. As far as can be determined, UNF is the only university to be evaluated for accreditation at both the undergraduate and graduate levels simultaneously. A favorable team report indicates UNF will achieve "candidate" status by winter, 1973.

The initial faculty of UNF consisted of 110 highly qualified members. The faculty was recruited from 88 institutions and had received doctorates or appropriate terminal degrees from 54 universities throughout the country. Seventy-five per cent of the faculty had earned doctorates prior to the beginning of the fall, 1972, quarter, and five per cent had terminal degrees appropriate to their fields.

The results of the University's vigorous Affirmative Action Program were evident in the first year. With the exception of Florida A & M University, the percentage of minority faculty, staff, and students was higher than any other SUS institution.

College of Arts & Sciences

During the year, the College successfully implemented and carried out its academic mission. In addition to departmental course offerings, 47 Venture Studies courses were introduced, consisting of electives to provide non-majors with a liberal arts base at the upper level. Of the 900 students enrolled in the courses, 90 per cent responded favorably to the concept in a formal survey.

The faculty participated in numerous seminars, short courses, special programs, and other community service activities. Members of the faculty, with counterparts from Florida Junior College and the Duval County public school

system, developed a proposal for a three-year baccalaureate degree program.

College of Business Administration

The College saw its enrollment projections substantially met with 503 undergraduate and 119 graduate students enrolled.

During the year, student performance was good, and the results of a formal evaluation of the faculty were excellent. The emphasis on teaching clearly achieved good results, as did the program in academic and career advising. The eight MBA and 2[illegible] BBA graduates expressed pleasure with their programs and career placement. Few course changes are planned for the forthcoming year.

The faculty has been active in formal and informal community programs. Some dozen short courses and seminars have been conducted. The dean, chairmen, and faculty members have appeared on numerous local and several national and international programs. Significant research and publication activity, while not a priority, has been ongoing, and two funded projects have been secured.

College of Education

During the year, the College initiated a competency-based teacher education program at both the undergraduate and graduate levels. In addition, a large number of post-baccalaureate students were serviced both on the campus and in the field.

Two new graduate programs were designed during the year, with leadership and faculty recruited. Both will lead to the M.Ed. degree, with specialties in vocational and technical education and special education, beginning in 1973.

The most distinguishing feature of the College program was the requirement for pre-service students to engage in field experiences during their first year at UNF. By design, the College did not offer the senior level student teaching course during the year and, therefore, did not have any baccalaureate degree graduates. It did allow, however, time to place emphasis on junior level field experiences and other elements of initiating teacher education programs that are so often neglected when the senior internship takes priority.

Office of the Dean of Students

The Academic and Career Advisement program was activated with the arrival of students. Thirteen highly trained advisors met with each UNF student individually and periodically to assist in academic program planning, to counsel students on non-academic problems, and to refer students to appropriate agencies of the University for the resolution of specific problems. Students have expressed their pleasure with the advisement program, and a net increase of 13 new advisors, recruited during the summer, will bring total program personnel strength to 24 for the forthcoming year.

The Cooperative Education and Placement Office was activated during the year. Some 500 local firms registered for the placement of graduates, for cooperative and experiential education, and for jobs for currently enrolled students. About 150 students were placed. Liaison with Florida Junior College resulted in a cross listing between institutions.

Counseling appointments for vocational, personal, and group sessions totaled 671. The Counseling Service also administered 85 tests to individual students, co-directed two on-campus drug abuse programs for the U. S. Marine Corps drug counselors, and was instrumental in establishing an Academic Enrichment and Skills Center on the campus.

Thirty-six per cent of the student body received financial aid (487 students and funds totalling $428,000). Fifty-six students received tuition and fee waivers, and an additional 29 students received unrestricted scholarships.

Student organizations were formed on the campus and are currently operating. Each organization has sponsored a variety of cultural and social entertainment programs on campus. Intramural sports witnessed its first successful sports tournament series, as well as national representation in AAU judo.

The contracted student health care program proved adequate and successful during the year. In addition to routine minor and emergency care, the health office provided several informational programs on health-related topics during the year.

Office of the Registrar

The Registrar's office processed more than 5720 applications for admission to UNF during the first year and serviced more than 3,200 students, both part- and full-time. More than 1990 students enrolled in first quarter classes, and the average enrollment for the academic year was 2,035. Average age of UNF students tends to be the mid-20's, and about one-third of the student body had not enrolled in any university or college for at least a year prior to entering UNF. Ninety per cent are residents of Duval or surrounding counties; 40 per cent are area junior or community college graduates; about 10 per cent are minority group members; and two per cent are from outside the state. UNF also had 34 international students.

Library

The UNF Library began the academic year with about 100,000 accountable volumes on its shelves. Book budget for the fiscal year was $310,000, including a $5,000 federal grant. The library was selected as a repository for selected Federal documents, as well as all Florida governmental documents.

Division of Continuing Education

Under its "Quest Program" of non-credit, short courses, the Division was able to offer almost 30 different programs to more than 1,000 people. Only two credit courses were offered, but 42 people enrolled for more than 300 class hours of instruction.

UNIVERSITY RELATIONS AND DEVELOPMENT

More than 250 area citizens responded to UNF's Volunteer Alumni Program, with gifts totalling $40,000 to the student financial aid program. This group, spearheaded by the UNF Foundation trustees, pledged their support in the place of alumni during UNF's early years. More than 219 students benefited from loans, scholarships, and work opportunities generated through gifts and federal matching funds.

A vigorous public relations program, utilizing all media and communications tools, focused community awareness on UNF and its opening. Publications services responded to departmental needs for documents stressing aspects of the University.

The office encouraged University personnel to become involved in community affairs, civic, educational, and cultural. Staff and faculty quickly found active roles in the United Way, Community Planning Council, chambers of commerce, art galleries, garden clubs, bank and hospital boards, and other such activities.

ADMINISTRATIVE AFFAIRS

The Administrative Affairs Division was impacted by the tremendous workload increase from the first year of being fully operational. Total University personnel (faculty & staff) increased from 153 to 335 positions (an 118.95 per cent increase in full-time positions). In addition, there were approximately 165 students employed as student assistants.

The number of Operating Budgets increased from three to six, with an increase in budgeted dollar expenditures from $3,378,170 to $6,648,956. This increased dollar volume represents a 96.55 per cent increase over the previous fiscal year. These figures exclude construction either completed or in progress of $11,500,000.

A large part-time student body, which computes in partial FTE's, compounded the workload of University personnel, an increased workload demand not recognized by normal SUS budgetary formulae.

During the first quarter, new systems were inaugurated for student accounts receivable and a $400,000 program for student loans and scholarships. Other new programs which began as full-blown operations include the police department, custodial services, grounds and landscaping, building maintenance, and utilities. Other mandatory functions initiated were transportation, communications, and postal services.

Soon after the University opened, planning began on buildings for forthcoming years. A 60 per cent increase in students and a 100 per cent increase in facilities was anticipated for the second operational year.

PROJECTS AWARDED FOR BID
DURING FISCAL YEAR 1972-1973

University of Florida	
Completion of Swine Unit – Marianna	$ 57,720
Renovation of Walker Hall	685,000
Modification of Basement	
Psychology Building for Dentistry	231,942
Biology Unit No. 2	2,273,921
Collegiate Living Organization	333,400
Centrex/Observatory	127,000
Outpatient Clinic Expansion	460,000
Human Development Clinic	
Completion of 5th & 6th Floors	432,800
Light Horse Research Unit	465,000
Florida State University	
Wescott Renovation – South Wing	2,220,670
Chemistry I Roof Repair	96,620
Housing for Undergraduate Students	2,399,661
Florida A & M University	
Women's Apartment Unit	1,091,504
Extension of Utilities	145,000
University of South Florida	
Extension of Utilities for Classroom/Office/ Library Building	890,000
Classroom/Office Library Building	7,365,339
Classroom Building "A"	1,403,778
Florida Technological University	
Fine Arts Humanities	2,268,392
Life Science Biology	2,845,788
Florida International University	
Student Services Building	3,707,059
University of North Florida	
Classroom/Laboratory Office Building (Phase II)	4,720,694
Total Amount of Awards	$34,221,288

REVENUE CERTIFICATES OUTSTANDING
AS OF JUNE 30, 1973

	Total Issued	Total Retired Through: June 30, 1972	Total Retired Through: June 30, 1973	Balance Outstanding June 30, 1973
UNIVERSITY OF FLORIDA				
Dormitory Revenue Certificates of 1948 (3.25%)	$ 3,628,000	$ 2,121,000	$ 2,287,000	$ 1,341,000
Dormitory Revenue Certificates of 1954 (3.010%)	1,000,000	292,000	315,000	685,000
Dormitory Revenue Certificates of 1955 (3.25%)	600,000	163,000	176,000	424,000
Laboratory School Revenue Certificates (3.50%)	485,000	182,000	199,000	286,000
Housing System Revenue Certificates of 1960				
Series "A" (3%)	3,500,000	451,000	483,000	3,017,000
Series "B" (2.75%)	1,238,000	500,000	550,000	688,000
Series "C" (2.75%)	3,176,000	745,000	819,000	2,357,000
Series "D" (2.875%)	1,896,000	436,000	477,000	1,419,000
Series "E" (3%)	3,730,000	327,000	382,000	3,348,000
Series "F" (3%)	1,500,000	—0—	—0—	1,500,000
Dormitory Revenue Certificates of 1962 (3.50%)	400,000	28,000	88,000	312,000
Apartment Revenue Certificates of 1964 (3.50%)	1,786,000	234,000	263,000	1,523,000
TOTAL—UNIVERSITY OF FLORIDA	$22,939,000	$ 5,479,000	$ 6,039,000	$16,900,000
FLORIDA STATE UNIVERSITY				
Bryan Hall Revenue Certificates (3%)	$ 115,000	$ 102,000	$ 108,000	$ 7,000
Senior Hall Revenue Certificates (3%)	200,000	132,000	141,000	59,000
Revenue Certificates of 1950 (3.1% & 2.75%)	4,310,000	2,889,000	3,054,000	1,256,000
Demonstration School Revenue Certificates (3.25%)	500,000	235,000	255,000	245,000
Demonstration School Revenue Certificates, Series 1959 (4.8%)	139,800	44,800	51,800	88,000
Dormitory Revenue Certificates of 1954 (3.25%)	300,000	71,000	77,000	223,000
Dormitory Revenue Certificates of 1956 (4%)	125,000	19,000	22,000	103,000
Apartment Revenue Certificates of 1958 (2.75%)	2,300,000	692,000	740,000	1,560,000
Apartment Revenue Certificates of 1959 (3%)	1,925,000	386,000	424,000	1,501,000
Apartment Revenue Certificates of 1961 (3.5%)	1,486,000	200,000	225,000	1,261,000
Dormitory Revenue Certificates of 1963 (3.375%)	1,814,000	317,000	347,000	1,467,000
Apartment Revenue Certificates of 1963 (3.5%)	3,748,000	503,000	569,000	3,179,000
Infirmary Revenue Certificates of 1964 (3.625%)	476,000	42,000	49,000	427,000
Revenue Certificates of 1969 (3%)	1,880,000	—0—	—0—	1,880,000
TOTAL—FLORIDA STATE UNIVERSITY	$19,318,800	$ 5,632,800	$ 6,062,800	$13,256,000

FLORIDA A&M UNIVERSITY				
Hospital Revenue Certificates of 1950 (2.90%)	$ 425,000	$ 267,000	$ 285,000	$ 140,000
Dormitory Revenue Certificates of 1952 (3.01%)	810,000	370,000	391,000	419,000
Apartment Revenue Certificates of 1963 (3.625%)	445,000	43,000	50,000	395,000
Dormitory Revenue Certificates of 1964 (3.625%)	825,000	68,000	81,000	744,000
TOTAL–FLORIDA A&M UNIVERSITY	$ 2,505,000	$ 748,000	$ 807,000	$ 1,698,000
FLORIDA ATLANTIC UNIVERSITY				
Dormitory Revenue Certificates of 1964 (3.50%)	$ 992,000	$ 119,000	$ 134,000	$ 858,000
Dormitory Revenue Certificates of 1966A (3%)	1,130,000	165,000	85,000	1,045,000
Dormitory Revenue Certificates of 1966B (3%)	1,070,000	45,000	65,000	1,005,000
TOTAL–FLORIDA ATLANTIC UNIVERSITY	$ 3,192,000	$ 229,000	$ 284,000	$ 2,908,000
UNIVERSITY OF SOUTH FLORIDA				
Dormitory Revenue Certificates of 1959 (3,125%)	$ 1,200,000	$ 241,000	$ 265,000	$ 935,000
Dormitory Revenue Certificates of 1960 (3.50%)	1,420,000	291,000	317,000	1,103,000
Dormitory Revenue Certificates of 1961 (3.375%)	2,430,000	389,000	433,000	1,997,000
Dormitory Revenue Certificates of 1962 (3.50%)	2,220,000	399,000	436,000	1,784,000
Dormitory, Dining & Auxiliary Enterprises of 1965 (3.75%)	2,900,000	180,000	220,000	2,680,000
TOTAL–UNIVERSITY OF SOUTH FLORIDA	$10,170,000	$ 1,500,000	$ 1,671,000	$ 8,499,000
UNIVERSITY OF WEST FLORIDA				
Dormitory Revenue Certificates of 1966 (3%)	$ 1,650,000	$ 100,000	$ 125,000	$ 1,525,000
TOTAL–UNIVERSITY OF WEST FLORIDA	$ 1,650,000	$ 100,000	$ 125,000	$ 1,525,000
FLORIDA TECHNOLOGICAL UNIVERSITY				
Dormitory Revenue Certificates of 1967 (3%)	$ 1,550,000	$ 40,000	$ 65,000	$ 1,485,000
TOTAL–FLORIDA TECHNOLOGICAL UNIVERSITY	$ 1,550,000	$ 40,000	$ 65,000	$ 1,485,000
TOTAL–ALL UNIVERSITIES	$61,324,800	$13,728,800	$15,053,800	$46,271,000

STATE UNIVERSITY SYSTEM
GENERAL REVENUE APPROPRIATIONS
EDUCATION AND GENERAL
1964-1973

APPROPRIATIONS	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973
General Revenue* (E&G Only)	41.3	44.8	51.3	64.1	87.9	99.5	115.3	112.9	146.1	165.7
% Change From Previous Year	20.4	8.5	14.5	24.9	37.1	13.2	15.9	(2.1)	29.4	13.4
General Revenue* (Total SUS)	60.8	63.7	72.0	85.1	118.9	136.2	155.9	161.4	191.2	222.6
% Change From Previous Year	11.8	4.8	13.0	18.2	39.7	14.5	14.5	3.5	18.5	16.4
General Revenue* State Total	493.6	550.5	565.6	646.4	962.1	1,077.9	1,242.2	1,271.0	1,619.6	2,107.7
% E&G Of State Total	8.4	8.1	9.1	9.9	9.1	9.2	9.3	8.9	9.02	7.86
% SUS Total of State Total	12.2	11.6	12.7	13.2	12.4	12.6	12.6	12.7	11.8	10.56
General Revenue (E&G Only) As % Of Total SUS Budget (General Revenue, Trust, etc.)	83.2	79.6	76.4	74.7	76.7	74.7	77.5	69.9	63.7	56.4
Fall Headcount Enrollment	38,466	43,849	48,372	54,119	60,836	67,756	73,680	79,128	86,102	N/A
General Revenue Dollars Per Student	1,072	1,022	1,061	1,184	1,455	1,468	1,566	1,426	1,697	N/A
TOTAL SUS General Revenue Dollars Per Student	1,579	1,454	1,902	1,573	1,969	2,010	2,116	2,039	2,221	N/A

*In Millions

DEGREE PROGRAMS APPROVED BY THE BOARD OF REGENTS FROM JUNE 30, 1972, THROUGH JUNE 30, 1973:

	Approval Date
Florida State University	
Bachelor of Arts	
Comparative World Literature	4/9/73
Florida Technological University	
Bachelor of Engineering Technology	7/6/72
Bachelor of Arts	
Philosophy	12/6/72
Master of Science	
Biological Science	9/10/72
Master of Public Policy	1/8/73
Master of Science	
Computer Science	2/9/73
University of Florida	
Bachelor of Engineering Technology	7/6/72
Bachelor of Health Sciences	
Clinical Dietetics	2/9/73
Master of Laws	
Taxation Law	1/8/73
Master of Agricultural Management and Resource Development	
Food and Resource Economics	2/9/73
University of South Florida	
Bachelor of Arts	
Biology	4/20/73
University of West Florida	
Master of Arts	
Economics	7/6/72
Master of Science	
Physics	4/9/73